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ABSTRACT

The formation of a consortium of three elementary schools was proposed and initiated to offer inservice teacher education experiences to 45 staff members. The consortium schools shared resources to increase the scope and quality of staff development activities. A staff development program was designed to meet both group (institutional) and individual needs. Group inservice education offerings were chosen based on a survey of staff needs. Activities that were evaluated as highly successful by staff were summarized and placed on file in a district clearinghouse for use by other schools. In addition, each staff member chose an individual area of inservice education for special emphasis, based on the results of a Self Appraisal of Performance Inventory. The effects of this individualized focus on student achievement were evaluated by measuring student performance on several Essential Objectives (minimum competencies) that correlated with the teachers' area of individual emphasis. Ninety-three percent of the students mastered all of these assigned objectives. All teachers evidenced at least one observable change in their behavior in the classroom as a result of their study of an area of specific interest or need. There was a noticeable increase in the standardized test scores in all three consortium schools. (Authors/CJ)

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THE IMPLEMENTATION OF A STAFF DEVELOPMENT SUPPORT SYSTEM UNDER DECENTRALIZED MANAGEMENT

by

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Group Practicum
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CHAPTER 1

BACKGROUND AND STATEMENT OF THE PROBLEM

A Description of the District

The Fairfield-Suisun Unified School District (F-SUSD) operates 14 elementary schools, four intermediate schools, two regular high schools, two alternative high schools, and an adult school. The 1978–79 enrollment included 6,754 elementary students, 1,978 intermediate students, and 4,553 secondary students. Personnel included 731 certificated staff members and 546 classified staff members. The total district budget for 1978–79 was $25 million.

Under the F-SUSD decentralized management system adopted in 1974, curriculum, budget, and staffing decisions are made at the school site level. The operational decisions are thereby responsive to each local site's needs. Evaluation and accountability are built into the system via yearly reviews of the F-SUSD Management Monitoring System through surveys of students, staff members, and community members. In addition to reviewing student achievement through data from standardized testing and essential objectives (district) testing, the attitudes of students in grades three through 12 are recorded on a student sentiment index **(Appendix A)**. Staff members are polled on a staff satisfaction survey each year **(Appendix B)**. Annual measures of community attitude toward the schools are tabulated from a community attitude assessment instrument **(Appendix C)**. Input from these various surveys guides site-level decision-making with regard to staff development, curriculum, budgeting, and other areas of school policy.

Schools in the Fairfield-Suisun Unified School District

Of the 14 elementary schools in the district, two operate year-round programs, six operate federal Title I programs, and 11 have California Assembly Bill 65 (AB65) School Improvement Programs. Two intermediate schools and both regular high schools have state and/or federal projects. All schools in the district are involved in a competency-based education program of district essential objectives **(Appendix D)**.

A Description of the Participating Schools

At the onset of this practicum effort it was decided that all strategies and treatments to be put into effect would involve the staff members and students of the Bransford, David Weir, and Suisun Valley Elementary Schools, since three of the practicum participants were at that time

serving as principals of these schools. In the paragraphs that follow, a brief description of each school is given, including demographic data and information relating to special programs being offered at the individual school sites.

BRANSFORD ELEMENTARY SCHOOL: Bransford houses 430 students in grades K–6, with a staff of 24 certificated and five classified employees. In addition, there are 27 part-time instructional aides serving as supplementary staff in the Title I, School Improvement, and special education programs located at the school. The minority student population is made up of approximately ten percent Black, six percent Asian/Pacific Islander, eight percent Hispanic, and one percent American Indian students. At the present time, about 16 percent of the families in this attendance area receive some type of welfare assistance, including free or reduced-price lunches and milk. The student mobility factor has been approximately 30 percent for the last three years.

Catagorically funded programs at Bransford include Title I ($77,000), School Improvement ($21,000), and Title IV–B ($850). The School Improvement Program (SIP) involves all students in grades K–3, while the Title I and Title IV–B projects include students in grades K–6. Speech, psychological services, and nursing services are provided by part-time specialists.

DAVID WEIR ELEMENTARY SCHOOL: David Weir is a large suburban elementary school with an enrollment of 550 students in grades K–6. Weir's 30 percent minority student population consists of Black (11 percent), Asian (8 percent), Hispanic (9 percent), and American Indian (2 percent) students. Approximately 14 percent of the families in this attendance area receive Aid for Families with Dependend Children (AFDC), and 20 percent of the students receive free lunches or milk. The school attendance area includes middle class housing developments, large apartment complexes, and areas of low income housing. Approximately one-third of the students are bused into the school from middle class housing on the other side of an interstate freeway. The student mobility factor is currently 30 percent.

The primary grades (K–3) at David Weir receive SIP funds from the state. A three-hour instructional aide is employed to work in each classroom, and a full-time reading specialist works with primary students. The elementary grades (4–6) receive no special funding; however, the staff is planning to implement a Title I program in all grades during the 1979–80 school year. The teaching staff, composed of 22 teachers, 12 part-time aides and part-time specialists, is highly experienced, with the youngest teachers having been employed for five years. A majority of the staff has more than twelve years of teaching experience. The academic program of the school is strong and traditional in its orientation.

SUISUN VALLEY ELEMENTARY SCHOOL: Suisun Valley is a small rural school located in an agricultural area five miles outside the city of Fairfield. The school serves 180 students in grades 1–6. Seventy-four percent of these students come from rural agricultural residences, while 26 percent are from suburban residences, including a mobile home park. Ethnically, two percent of the youngsters are American Indian, two percent are Oriental, 20 percent are Hispanic, and 76 percent are white. Seventeen percent of the students are bilingual (Spanish-speaking), and 18 percent are from migrant families. While four percent of the families in this attendance area receive AFDC, 21 percent of the children receive free lunches or milk. Suisun Valley's student mobility factor is currently about 23 percent per year. The area also contains a diverse socio-economic population, including professionals, military personnel, agricultural and migrant workers.

Special programs at Suisun Valley Elementary include migrant education, transitional-bilingual education, and Miller-Unruh reading instruction. The staff consists of six classroom teachers; a teaching principal; two classified employees; and several part-time specialists, including a psychologist, librarian, music teacher, and speech therapist.

Student Data

In an attempt to further define the problems around which this praticum was to be developed, the practicum participants took an in-depth look at how students were performing in each of the three schools described in the preceding section of this report. The data upon which this analysis was based included: (1) Individual student performance on the October 1978 Comprehensive Test of Basic Skills (CTBS); (2) teacher/principal determinations of potential levels of student mastery of the district's essential objectives for each grade; (3) records of various specialists such as Title I resource personnel, transitional-bilingual instructors, speech therapists, school psychologists, and Miller-Unruh reading teachers; and (4) information gleaned from student cumulative records. **APPENDIX E**, Analysis of Student Needs, provides this information in tabular form by academic skill or subject area, achievement level, number of students experiencing difficulty in each classroom, and the assessment data source for each area of need.

At Bransford Elementary, the CTBS results showed that out of a total of 235 primary (K–3) students, nearly one-half (113 students) were working significantly below grade level in either basic reading skills or basic mathematics skills, or both. Equally as serious, however, was the indication that a sizeable number of students in each classroom, varying from 25 percent to

almost 50 percent, were not expected to master all of the essential objectives for their grade levels during the 1978–79 school year. Of the 165 students in grades four through six, more than 50 percent (85 students) were working from six to 20 months below grade level in either reading or mathematics basic skills, according to the fall 1978 CTBS results. Many of these students were well below grade level in reading comprehension, word attack skills, mathematics computation, and language mechanics, as well. Classroom teachers' expectations for student mastery of all essential objectives in the elementary grades coincided with those of the primary teachers, with anywhere from one-third to one-half of the students in each room not expected to attain mastery of every essential objective for his or her grade level. At the kindergarten level, auditory and visual perception and memory skills were serious problem areas for 48 out of 61 students (79 percent) in Bransford's two classes. These youngsters tested below the expected mastery level for beginning kindergarteners in those skills during a pre-kindergarten screening clinic held in May 1978.

With regard to David Weir Elementary, the Analysis of Student Needs indicated somewhat similar patterns of academic achievement levels and proficiences. For example, of the 263 students enrolled in grades one through three, 82 (31 percent) scored at or below the 25th percentile on the reading comprehension, spelling and/or language development subtests of the CTBS. Of that same number, 48 (18 percent) scored at or below the 25th percentile on the mathematics computation subtest. Youngsters working below the expected mastery level on reading comprehension, spelling and word attack skill essential objectives totaled 133 (42 percent) in the six primary classrooms. In addition to identifying students experiencing various academic difficulties, the primary teachers at David Weir also reported at least 130 (49 percent) of their students as having a poor self-concept and a lack of group participation skills.

Of the 195 upper grade youngsters enrolled in the fall of 1978, a total of fifty (26 percent) scored at or below the 35th percentile on the language expression and/or reading comprehension subtests of the CTBS. Students rated as being below the expected mastery level on the reading and language essential objectives for grades four, five, and six totaled 79, or about 41 percent of the enrollment. Kindergarteners at David Weir demonstrated weaknesses in visual discrimination (41 out of 65 students) and in sound-symbol correlation (53 out of 65 students.)

At Suisun Valley Elementary, 35 our of 85 students (41 percent) in grades on through three scored at or below the 37th percentile on the CTBS in reading comprehension, language expression, or math computation skills. In grades four, five, and six, 32 of 91 students (35 percent) scored at or below the 37th percentile in those same subtest areas. Thus, some 38 percent of the students enrolled in grades one through six in the fall of 1978 demonstrated below-average achievement in basic skills. In addition, many related district essential objectives in these areas were not being mastered by this group of youngsters.

General Statement of the Problem

Realizing the maximum student achievement in any school is dependent upon the skill and training of the teaching staff. The practicum participants, three of whom are building principals, recognized the need in the F-SUSD for an improved staff development delivery system.

No one would argue the need for ongoing teacher training beyond certification. The rapidity of change in technology, the increase in public expectation evidenced by school legislation, and a host of other social and economic concerns impact what educators do after they have received their credentials.

Preservice teacher training tends to be normative. Groups of individuals are given general experiences and orientations into the educational system such that all new teachers share a common understanding of philosophy, mission, and purpose. Because of the uncertainty of assignments and the specific teaching responsibilities individuals may be given, and the diversity of environments in which they may find themselves, this general focus is necessary. For example, it is common to find social studies majors also teaching basic English, or science majors teaching a self-contained sixth-grade class.

Dissatisfaction with inservice training generally has much to do with the preservice mode in which it is presented. When teachers criticize inservice staff development activities they may not be saying they do not need or want additional training. What they are objecting to is how that training is provided. Inservice staff development training required by most school districts mandates teacher attendance at workshops, seminars, lectures, demonstrations, etc. These group experiences with their general foci are most often found to be untimely, irrelevant, and inapplicable to specific teaching assignments or personal needs. Further, group presentations which are acceptable in preservice programs may not have the same utility once specific

assignments and roles are identified. All teachers expect that inservice training will enable them to be more successful in their individual classrooms. Teacher supervisors, too, have the expectation that observable improvement will result. The success of the teachers' instructional skills improvement resulting from ongoing inservice training should ultimately be reflected in student achievement gains and other observed growth in academic and social skills. What often occurs is that improvements are made when the group presentation does address an identified need, or strikes a responsive chord in the teacher. What is provided might be what the teacher wants or needs to satisfy his/her professional appetite. In many cases, though, he/she will partake without enthusiasm or real benefit.

Until recently, school districts offered inservice activities because "every teacher needs some." Descriptions and schedules resembled college course brocures, and teachers would choose from the offerings according to their interests, schedules, and number of training hours required. This procedure is changing in the F-SUSD because of increased interest in providing for individual and local school site needs, and because of decreased district funding availabie for district-wide noninstructional activities such as staff development. Title I and California AB65 School Improvement guides are now mandating staff development components. Both of these programs seek to address the problems of responsiveness and funding of ongoing training efforts to promote student learning.

All schools and districts are well-advised to be concerned about staff development. How many activities can or should be provided? By whom? For whom? At what cost in time and dollars? To what end? On what basis? By which means?

During the 1976–77 school year, each teacher in the F-SUSD was required to attend 15 hours of inservice training or be penalized one day's pay for each five hours not attended during that year. Approximately 40 workshops were provided or co-sponsored by the district's Educational Services Department. The department's inservice budget was $8,000.

In 1977–78, the majority of inservice staff development activities in the F-SUSD were provided as individual and/or independent efforts of local school sites. Three reasons for this change from district to site-level provision were: (1) An attempt to be more responsive to teacher needs; (2) Increased decentralization of management which allocated district inservice

funds to local schools; and (3) more attention focused on local school priorities, with and without participation in federal and state programs. Only 14 workshops were provided by the district, mainly for the orientation of teachers new to the district, although others could attend and receive credit (**Appendix F**).

During the 1977–78 school year, two new teacher supervisor positions were created, and the elementary and secondary teacher supervisors were given the task of orienting new teachers, planning staff development programs (district and on-site), and working with any teachers observed to be having difficulties. The number of required hours of inservice training was reduced to 10, partially in response to the variability in local schools' ability to provide on-site programs, and partially in response to teacher association negotiations with the Governing Board (hours of inservice were traded off for salary increases).

Surveys of teachers and administrators during the 1977–78 school year identified the area of instructional support to be a major concern. Some site administrators found themselves duplicating staff development efforts while still not satisfactorily meeting teachers' needs. Increasing program and resource constraints were also concerns (**Appendices G and H**).

Of the 14 elementary site administrators polled, none responded that district-level staff development offerings were sufficient to meet their staffs' needs. Two of the 14 stated they had sufficient training, skills, and resources to provide a comprehensive site staff development program. Ten of the 14 responded they did not have sufficient information and skills to help teachers effectively implement the mandates of all local, state, and federal programs. All 14 emphasized that an expanded staff development program at their schools would better meet the individual needs of their staffs (**Appendix I**).

The 1977–78 school year ended with the passage of Proposition 13. This "taxpayers' rebellion" reduced school funding for 1978–79 by three million dollars and resulted in dramatic cutbacks in programs. Under the district's decentralized management system, each site administrator was responsible for changing his or her site budget allocations to adjust for Proposition 13, which in most cases decreased, and in some cases eliminated, budgeting for on-site staff development activities. An additional effort on the part of the governor to reduce public spending after Proposition 13 was his freeze on state employees' salaries. This resulted in another

inservice/salary trade-off during negotiations; and in 1978–79, teachers were required to attend only five hours of inservice staff development activities. Table 1 offers a graphic representation of the history of inservice activities in the F-SUSD during the two years preceding the passage of Proposition 13.

TABLE 1

PRE-PROPOSITION 13 INSERVICE TRAINING PROVISIONS IN THE FAIRFIELD-SUISUN UNIFIED SCHOOL DISTRICT

School Year	Number of Inservice Workshops Provided	Provider of Inservice Workshops	Determination of Inservice Made by	Number of Inservice Hours Required	Funding Sources
1976–77	40	Educational Services (District)	Director of Educational Services	15	District
1977–78	13	Teacher Supervisors (District)	Teacher Supervisors and District Area A and B Superintendents	10	District
	1	Solano County Reading Association, District	S.C.R.A.		S.C.R.A., District
	6	Bransford, David Weir, Suisun Valley	Site administrators		Site Budgets
	?	Individual schools	Site administrators		Site Budgets

In summary, inservice education for teachers in the Fairfield-Suisun Unified School District has been criticized by staff and administrators in recent years because of their lack of timeliness and relevance for improving the quality of instruction. The general focus of large group workshops has failed to meet the specific training needs of teachers whether or not their schools have special programs such as Title I or School Improvement. Presentors' expenses are increasing steadily. Under decentralized management, schools in the district have local site needs which are not always addressed in district-wide offerings. The impact of collective bargaining has made inservice training hours a negotiable item, usually as a trade-off for salary increases. These have all had the effect of diluting inservice education as a viable means of improving instruction in the classroom.

CHAPTER 2

OBJECTIVES

Process Objective 1

By October, 1978, each teacher will have established his/her areas of individual staff development needs and competencies as indicated by the results of a Self-Appraisal of Performance Inventory.

COMPONENTS OF THE OBJECTIVE

PERFORMANCE COMPARISON: N/A	**DATA COLLECTED/INTERPRETED:** Areas of strength and weaknesses in various skill and subject areas will be assessed and tallied to decide staff development needs.
SIZE OF SAMPLE: 45 certificated staff members employed in the schools forming the consortium.	**CRITERIA FOR SUCCESS:** All staff members will complete the survey and identify at least one area of need by October, 1978.
INSTRUMENTATION: Self Appraisal of Performance Inventory (questionnaire)	

Process Objective 2

By January, 1979, each classroom teacher will have professional development objectives on file based on student mastery of specific district essential objectives.

COMPONENTS OF THE OBJECTIVE

PERFORMANCE COMPARISON: N/A	**DATA COLLECTED/INTERPRETED:** Teacher/principal conference regarding established professional development objectives.
SIZE OF SAMPLE: 37 classroom teachers employed in the schools forming the consortium.	**CRITERIA FOR SUCCESS:** Acceptance of all classroom teachers' professional development objectives by consortium principals.
INSTRUMENTATION: Teacher/principal records	

Process Objective 3

By June, 1979, consortium leaders will have developed and implemented an ongoing staff development model through the use of:

- Self-Appraisal of Performance Inventory (Appendix I)
- Individual Staff Development Record Sheet (Appendix J)
- Staff Development Activity Rating Form (Appendix K)
- Staff Development Activity File (district clearinghouse)

COMPONENTS OF THE OBJECTIVE

<table>
<tr>
<td>PERFORMANCE COMPARISON:
N/A</td>
<td rowspan="3">DATA COLLECTED/INTERPRETED:
– Self Appraisal of Performance Inventory - Group inservice education activities may be provided by consortium schools when 20% or more individuals indicate they desire or are interested in receiving similar help; individuals desiring specific aid may be matched with peers who demonstrate strength in those areas.
– Individual Staff Development Record Sheet - will be completed by all staff members.
– Staff Development Activity Rating Form - will be completed by each staff member for each individual and group activity.
– Staff Development Activity File - all individual and group activities receiving an average rating of 3.5 or higher will be put on file.</td>
</tr>
<tr>
<td>SIZE OF SAMPLE:
45 certificated staff members employed in the schools forming the consortium.</td>
</tr>
<tr>
<td>INSTRUMENTATION:
– Self Appraisal of Performance Inventory
– Individual Staff Development Record Sheet
– Staff Development Activity Rating Form
– Staff Development Activity File</td>
</tr>
<tr>
<td></td>
<td>CRITERIA FOR SUCCESS:
The above forms completed and data tabulated.</td>
</tr>
</table>

Terminal Objective 1

At the conclusion of this practicum in June, 1979, all staff members participating in consortium activities (45) will have improved in one or more areas of need as measured by the results of a pre- and post- Self-Appraisal of Performance Inventory or by observation of the changes in teacher behavior (methods or room environment) that relate to the teachers' individual staff development programs.

COMPONENTS OF THE OBJECTIVE

PERFORMANCE COMPARISON: At least one observable change in teacher behavior, methods, room environment, etc., that relate to the topic of their individual staff development program. Pre- and post- Self Appraisal of Performance scores will be compared for a reduction in the number of responses in the "...need additional instruction/help..." column.	**DATA COLLECTED/INTERPRETED:** – District Observation Report Form noting changes in performance. – Self Appraisal of Performance inventory noting reduction in the number of "C" responses.
SIZE OF SAMPLE: 45 certificated staff members employed in the schools forming the consortium.	**CRITERIA FOR SUCCESS:** – One or more observable positive changes in 100% of the staff members. – A 20% reduction in the number of "... need additional instruction/help..." column of the Self Appraisal of Performance Inventory. ("C" responses)
INSTRUMENTATION: – District Observation Report Forms – Self Appraisal of Performance Inventory.	

Terminal Objective 2

By May, 1979, 90 percent of the participating classroom teachers will have successfully completed their individual student mastery objectives, as evidenced by at least 90 percent of their students showing increased achievement in teacher-designated skill areas.

COMPONENTS OF THE OBJECTIVE

PERFORMANCE COMPARISON:
Student mastery of specific essential objectives before and after practicum treatment.

SIZE OF SAMPLE:
37 classroom teachers and approximately 370 students in Performance Group A, 400 students in Performance Group B, and 280 students in Performance Group C.

INSTRUMENTATION:
- Essential objective performance indicators
- Individual student essential objective recordkeeping forms
- The Self-Appraisal of Performance Inventory
- The FSUSD teachers' provesional development input form (Appendix L)

DATA COLLECTED/INTERPRETED:
- Results of essential objective criterion-referenced pre- and post-testing
- Summary of data on individual student record-keeping forms

CRITERION FOR SUCCESS:
The students assigned to 34 of the 37 consortium classroom teachers will perform as follows: 80% of students in Performance Group A* will have mastered all of the district's essential objectives as designated by individual teachers. Ninety percent of the students in Performance Group B* will have mastered the objectives assigned by individual teachers. In Performance Group C*, all (100%) of the students will master teacher-designated objectives and will be assigned alternative objectives.

*PERFORMANCE GROUP A: Those students who are at least six months below grade level as measured by the CTBS, and who are not expected by their teachers to master all essential objectives due to poor academic performance. PERFORMANCE GROUP B: Students working at grade level (CTBS) and who are expected to master most of the essential objectives. PERFORMANCE GROUP C: Students working above grade level (CTBS) and who are expected to master all of the essential objectives and some additional enrichment objectives.

CHAPTER 3

STRATEGY AND PRACTICUM DESIGN

Research

Individualizing instruction for students is based on the premise that each student has individual learning needs and that by focusing on these needs a teacher will be better able to help the student increase his/her performance, achievement, and satisfaction. Generally, individualized instruction involves: (1) the identification of some standard performance level; (2) a diagnosis of the student's present or potential performance; (3) a measurement of the discrepancy between the student's actual performance with the standard; (4) the prescription of intervention strategies; (5) the provision of instruction and practice activities; and (6) the evaluation of performance after intervention.

In their articles about providing teacher inservice training to implement individualized student instruction, Carmichael and Kallenbach (1971), Horner and Douglass (1976), and Olson (1974) recommended that approaches which individualize the inservice experience be utilized to model individualization of instruction for students.

The California Teacher Development Project for systems of individualized instruction funded in 1968 under ESEA Title III, described by Carmichael and Kallenbach, identified ten major need areas which formed the basis for establishing objectives for new inservice programs. In this project, a five-day workshop was planned based on identified needs. The workshop was completely individualized for the participants by offering 11 program components from which the participants were to select five to focus on during the week.

Each participant who entered into a learning program contract was given a pre-workshop evaluation using a performance criterion test, utilized learning activity packets, readings, and resource staff personnel, and was finally evaluated for mastery on the performance criterion test. After the workshop, trained observers were to visit each participant's classroom a minimum of nine times during the school year to assess the most important aspect of the program - - actual changes in teacher individualized instruction behaviors. While formal evaluation results were not included in their article, Carmichael and Kallenbach indicated that informal reactions to the

program were favorable and the contributions to individualizing instruction were made as designed.

In their article about inservice education for vocational agriculture teachers, Horner and Douglass pointed out the need for individualized inservice for those in specific skills teaching assignments. While they recognized that individualizing is necessary for those in specialty areas (not everyone needs to know how to calibrate field sprayers), they also emphasized the need to individualize inservice because of the interplay of teacher's knowledge, teaching situation, personal commitment, and available resources.

> Inservice education is a personal thing. The teachers are individual learners and learning is not a one-step activity. . . . Most improvement in the quality of instruction, as reflected by the modification of methods and curriculum content, occurs when inputs are focused on the individual teacher and he makes personal application where is is . . . working with his students. . . . This kind of inservice education requires a belief that 'learning by doing' is as good for teachers as for our students.[1]

The description of the individualized workshop in the Seattle Public Schools provided by Olson, also expressed the need for learning by doing - - that is, learning how to individualize instructional programs by being instructed in an individualized format. Olson further states that as teachers are asked to individualize their instruction, it is important that they have an opportunity to learn the required skills in an environment that models all of the characteristics of a good individualized instruction program.

What is applicable to inservice activities generally, however, is not only Olson's focus on content, but also his focus on providing for the individual learner's needs. "The teachers should have an opportunity to work toward stated objectives at their own rate and to use resources that best suit their learning style."[2]

The suggestion that inservice training be provided in a mode which is applicable and transferable to real-life individualized instruction experiences is extended by others. Baum and Chastain (1972) proposed the use of prepared training packages as a way to individualize inservice training. Rice (1976) suggested the use of training modules, and Smith (1974)

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1. James T. Horner and Richard L. Douglass, "Individualize In-Service Education," The Agricultural Education Magazine, May 1976, p. 262.

2. Allan L. Olson, "Can We Individualize Inservice Education of Teachers?" Educational Technology, November 1974, p. 42.

incorporated these ideas in his proposal to promote self-pacing and individualization using programmed study units. Roberson (1971) recommended the use of videotape recordings for teacher self-examination and self-correction of ongoing instruction.

While the authors above responded to the materials which might be used to individualize teacher inservice, Dickson (1976) and Trentham (1977) approached individualizing inservice through the utilization of resources found in universities, and the ability of universities to provide continuous professional training. According to Dickson:

> The College of Education at the University of Toledo operates its preservice and inservice teacher education programs on the following basic premise: The primary task of colleges of education goes beyond simply producing teachers who will move smoothly into existing school structures. Rather, the task is to produce teachers who are dedicated to experimentation, who exhibit intellectual curiosity, and who have the maturity of judgment to nurture and develop that which is educationally viable as well as to alter or eliminate that which is educationally weak.[3]

Three components of the Toledo program were: (1) Multi-unit schools promoting working partnerships which would put the university and its public and private school partners to work in teacher training for both new teachers and the more experienced teachers employed by the area school systems; (2) individually guided education which would create curricula for teacher training in schools which would meet the known individual differences of learners through individualizing and personalizing the instructional process; and (3) competency-based teacher education as the basic teacher education delivery system. The implementation of an extensive inservice program for training and retraining teachers and administrators to accompany the university's preservice program was an innovation which served to provide total support systems for the reform and renewal of the elementary school educational process.

The Auburn Teacher Center described by Trentham was also designed to provide for continuous teacher training through a university-sponsored inservice program. The Center approach attempted to be "voluntary, developmental, relevant, well-planned, timely, adequately financed, professionally implemented, evaluated, cooperatively planned, responsive, and challenging,"[4]

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3. George E. Dickson, "IGE as a Focus for Reorganizing Preservice and Inservice Training Education in Ohio," Journal of Teacher Education, Fall 1976, p. 244.

4. Landa L. Trentham, "Auburn's Cooperatively Governed Teacher Center," Journal of Teacher Education, Fall 1977, p. 16.

while serving the needs of 10 small school districts which individually had inadequate resources to implement professional development inservice programs. While Trentham's evaluation of this Center approach emphasized its success in being developmental and flexible and provided for significant carryover into the classroom, another noteworthy side effect of the program was the expansion of a consortium effort to maximize content offerings within systems having limited financial resources.

One aspect of individualizing inservice training touched on briefly by both Dickson and Trentham was that of responsiveness. Part of "responsiveness", according to Plaster (1976), is attention to the "who" as well as the "what". Plaster's focus on human relations strategies dealt with how teachers should implement humanism in their classrooms. Concern about interpersonal relations, however, was not limited to students but also extended to teachers.

Kerr (1974) and Peterson (1973) proposed ways to improve interpersonal sharing among teachers on the job. Kerr stated, "The profession today, in spite of a philosophical orientation that would hopefully preclude such gaps, is faced with the problem of alienation and communication from both without and within." [5]

Kerr described "brown-bag luncheons" as an approach to address the need, not only for sharing about issues of curricular concerns or other work-related problems, but also for the development of involvement and participation to enhance the individual's sense of belonging. Kerr stated:

> The younger staff members are provided a forum to sound out their ideas with the older staff members. The staff steeped in the more traditional frame of reference . . . has an opportunity to discuss and evaluate newer concepts. Each staff member can relate the impact of the various topics to his or her own area of interest and specialization. . . . The warm, informal, low-keyed atmosphere which permits participation in establishing and evaluating goals, plus the personal and professional interaction with other staff, allows for a much greater sense of both identity as an individual and allegiance to the profession and the institution. [6]

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5. Kenneth Kerr, " 'Brown-Bag' Luncheons . . . How to Close the Gap," NASPA Journal, Winter 1974, p. 24

6. Ibid.

Peterson, also interested in the need to decrease the loneliness and isolation of teachers, described the efforts of Indiana University's RAP (Return and Participate) Program as follows:

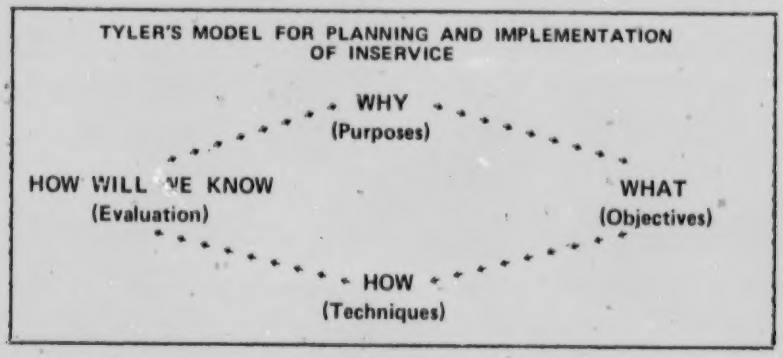
> Establishing such a relationship for teachers should help ameliorate feelings of loneliness and isolation. Relatively constant contact could be maintained with college and peer resource personnel for ideas, encouragement, and mutual support. [7]

Advised by these authors, one is directed to look at the individualized instruction approach in general, as well as the approach toward individualizing inservice, with an eye toward "personalizing" the process. Tye, Golub, and Wall (1976) stated:

> If we want people in the schools to have humanistic competencies, then they must be allowed to develop them. This requires that the staff be respected and trusted, involved as professionals in decision-making and problem solving, be aware of their interaction processes, and above all, that they have time for collective dialogue, decision making, action and evaluation activities. [8]

Koehn and Casey (1977) proposed that inservice programs can be designed to be responsive to teachers' needs. Criticisms of formal inservice programs could be addressed by utilizing the Tyler model (see Figure 1) for planning and implementation of these programs. [9] Good timing, relevant content, appropriate format, designed continuity for professional growth, and effective utilization of resources can result when purposes, objectives, techniques, and evaluation are given careful attention in the planning and implementation phases. The Tyler model is circular, allowing for responsiveness in content and procedures as well as in interest and performance needs.

Figure 1



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7. Vincent Peterson, "Let's RAP, A Coffee House for Teachers," Teacher Educator, Winter 1973, p. 34.

8. Kenneth A. Tye, Judith S. Golub, and Charles C. Wall, "The People and Processes in the School: Key to a Humanistic Curriculum," Thrust for Educational Leadership, January 1976, p. 7.

9. John Koehn and Judith R. Casey, "Beyond the Myth of Formal Inservice," Thrust for Educational Leadership, May 1977, p. 27.

Procedures for individualizing staff development inservice programs suggested by Luehe (1979) include: (1) Development of a staff profile for inservice (skill and interest needs); (2) establishment of a basic content for the staff development program (to support the district's instructional program as well as address teachers' skill and interest needs); (3) assessment of the staff (to identify the perceived areas of strength and weakness of each member); (4) identification of common skill need/interest groups; (5) determination of the inservice calendar; (6) presentation of the programs; and (7) evaluation. Following this procedure, "by individualizing your inservice program, staff development takes on a new and more meaningful dimension."[10] It should be noted that Luehe's approach toward individualizing inservice did not focus on individualizing materials or formats of presentation, but mainly on the identification of specific skills/needs of teachers for rather traditional presentations.

Concern for inservice training has not only captured the interest of professional educators but has also resulted in political responses. As mentioned previously, Title I and AB65 guidelines include provision for staff development activities. In addition, through California's Assembly Bill 551 (Hart), school districts are authorized to establish staff development programs and school resource centers to improve teachers' instructional, human development, and counseling skills. The preamble of this bill states:

> The Legislature finds widespread dissatisfaction with the current system of inservice training. Teachers, parents, and administrators contend that many staff development programs do not relate training to local needs, utilize the energy and experience of classroom teachers, or tap the resources available through colleges, industry, and professional education associations.
>
> The Legislature recognizes the necessity for staff development which results in direct improvement of services to children. The Legislature, by the provisions of this article, intends to give all those who work with pupils ongoing opportunities to improve instructional, counseling and human development skills through locally designed staff development programs.[11]

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10. William Luehe, "Let's Individualize Staff Development," Thrust for Educational Leadership, January 1979, p. 18.

11. California State Department of Education, How to Apply for Local Staff Development Program Funds (Staff Development Technical Assistance Series. Sacramento: California State Department of Education, 1978), p. 14.

The establishment of the Professional Development and Program Improvement Centers (PDPIC) by the California Legislature impacts staff development in the area of reading and mathematics instruction for educationally disadvantaged elementary school students. The legislature held that:

> The creation of the Professional Development Act of 1968 and the amendment of that act by AB 4151/74 (Greene) demonstrates belief by the Legislature that those who have taught or are now teaching successfully in elementary schools may, in collaboration with carefully selected professors of education, succeed where the professors alone have previously failed in teaching teachers how to teach.[12]

Concern for improvement of teaching is abundant. The need for improving inservice training is fact. The methods and strategies for improving inservice are many. Examination of the literature and attention to legislation makes one thing very clear: Inservice training programs are here to stay. Educators had better take note and direct their attention to improvement of inservice offerings. If individualization of instruction is valid for students, it stands to reason that it is valid for teachers. A basic question remains: How do we achieve the optimum combination of group and individual activities to meet the needs of teachers and the schools? The practicum effort addresses this question.

Competency--Based Education

There is a great deal of public interest in competency-based education. The pressure to implement competency-based programs is coming primarily from the community -- and schools all over the country are responding. As of March, 1978, 33 states have taken some type of action to mandate the setting of minimum competency standards for elementary and secondary students.[13] California is no exception to this trend. The Fairfield-Suisun Unified School District began working on its competency-based program very early, and consequently it is one of the leading districts in the state in implementing such a program.

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12. California State Department of Education, Professional Development and Program Improvement Centers Program (Sacramento: California State Department of Education, 1977), p. 2.

13. Chris Pipho, "Minimum Competency Testing in 1978: A Look at State Standards," Phi Delta Kappan 59 (May 1978): 585–587.

A brief historical overview of the competency-based education movement in California is necessary to understand the intent of this district's program.

Assembly Bill 3408 was passed for the purpose of examining high school graduation standards, restoring meaning to the high school diploma, and encouraging schools to focus attention on students who have difficulty mastering basic reading, writing, or mathematics skills. The law, amended by AB 65 in September, 1977, required all school districts to adopt proficiency standards in reading, writing and mathematics in grades K–12. School districts are required to assess student performance periodically – – at least once in grades four through six, once in grades seven through nine, and twice in grades 10 and 11.

If a student is having difficulty meeting the district's proficiency standards, the principal is to arrange a conference with the classroom teacher, the student, and the student's parents to discuss the results of the assessment and to describe the instructional program designed to assist the student. In California, setting the standard is the responsibility of the local school district. Starting in July, 1980, districts are not to award a high school diploma to any student who has not met the locally adopted proficiency standards. [14]

Essential Objectives

The Fairfield-Suisun Unified School District's competency-based educational program is based on a system of essential objectives for each grade level (**Appendix D**). During the 1975–76 school year, K–6 teachers in the F-SUSD developed essential objectives for each elementary grade level. It was intended that these objectives would serve as a guide for students, parents, and teachers in establishing a minimal standard of expectation for pupil achievement. It was also intended that many students would achieve learning at a higher level than that set by the essential objectives. After adopting the objectives in July, 1976, the F-SUSD Governing Board asked that a community committee review them and suggest changes and improvements. This was done during the 1976–77 school year. In June, 1977, during a two-day workshop, teachers from each grade level revised the objectives for the 1977–78 and 1978–79 school years. Performance indicators for evaluating student mastery of the essential objectives were also developed and revised during this time period.

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14. Gary K. Hart, "The California Pupil Proficiency Law As Viewed By It's Author," Phi Delta Kappan 59 (May 1978); 592–595.

Currently the newly-formed Elementary Curriculum Coordinating Council is further refining the objectives, utilizing teacher and community input gathered in the spring of 1979 by the assistant superintendent for educational services. It is believed that this effort will result in a realistic set of essential objectives upon which to base promotion and retention of students, and that district staff members can begin devoting more attention to finding ways to support students who are failing to attain acceptable levels of performance.

Strategy

It was not the purpose of this practicum effort to become involved in the contradictions and controversies that are so evident in the professional literature dealing with competency-based education. Instead, the participants used the criterion-referenced format provided by the essential objectives to evaluate student achievement resulting from the interventions of this practicum because it was believed that these objectives, although not perfect, provided a clearer indication of student achievement than norm-referenced tests.

The major focus of this effort was to provide teachers with a variety of opportunities to improve their individual and group teaching skills. The practicum's dual-emphasis approach was designed to meet institutional as well as individual needs. The summary of research cited earlier in this chapter provides adequate documentation of the strengths and advantages of individualizing teacher inservice education. The concept of teacher inservice activities focusing on specific needs and problems of the schools involved strengthened this effort.

Table 2 illustrates the dual emphasis concept discussed above. Throughout the 1978–79 school year, teachers in the participating schools engaged in various types of activities designed either to support specific district or school instructional needs, or to enable them to gain strength in one or two areas of self-determined need (e.g., an assessment of certain learning problems among the children assigned to them, deficiencies in their pre-service training, or new teaching methodologies they may wish to try in the classroom). Both types of staff development activities are discussed in more detail in succeeding sections of this report.

TABLE 2

INDIVIDUAL NEEDS	INSTITUTIONAL NEEDS
Analysis of Need: Self-Appraisal of Performance Inventory	**Analysis of Need:** Activity Preference Questionnaire (see Appendix M)
Activities: - College courses - Professional readings - Classroom projects - Small group inservices - Peer/Supervisor conferences or observations	**Activities:** - School group inservices - District group inservices
Documentation: - Individual Record Form for Staff Development Activities - Staff Development Activity Rating Form	**Documentation:** - Staff Development Activity Form
Evaluation: - Post Self-Appraisal of Performance Inventory - Observed changes in teacher behavior - Student achievement of essential objectives	**Evaluation:** - Post Self-Appraisal of Performance Inventory - Observed changes in teacher behavior - Student achievement on CTBS (side effect)

A discussion of the objectives of this practicum will focus on the specific strategies for obtaining those objectives.

Process Objective 1: By October, 1978, each teacher will have established his/her areas of individual staff development needs and competencies as indicated by the results of a Self-Appraisal of Performance Inventory (SAPI).

Teacher self-appraisal of performance was considered cruicial at the onset of a practicum designed to individualize staff development. Available staff development needs assessment instruments were reviewed, and an individual SAP form was developed by the participants. The first process objective was established to identify, with teachers, their areas of individual strengths and weaknesses in various skills and subjects. This approach helped teachers focus on their areas of greatest need.

Process Objective 2: By January, 1979, each classroom teacher will have professional development objectives on file based on student mastery of specific district essential objectives.

The second process objective was developed on the assumption that if relevant and timely staff development activities could be provided, teacher performance should improve. The participants anticipated that increased student achievement would result from improved teacher performance. Teachers were asked to predict the amount and areas of student performance that could be directly attributable to the focus of their staff development activities. To verify student performance, the district essential objectives were chosen because it was believed that the criterion referenced format of these objectives more accurately reflected student achievement than norm-referenced data. Because of the number of students involved, students were assigned to three general achievement groups to allow the participants to deal more meaningfully with the achievement data (see Terminal Objective 2).

Process Objective 3: By June, 1979, consortium leaders will have developed and implemented an ongoing staff development model through the use of:

- A Self-Appraisal of Performance Inventory
- An Individual Staff Development Record Sheet
- A Staff Development Activity Rating Form
- A Staff Development Activity File (district clearinghouse)

The third process objective was a management objective incorporating the various forms developed by the participants into the schools' and district's staff development program. It called for the institutionalization of the procedures and forms into the ongoing program of the school. In a very real sense, the use of these forms and the implementation of these procedures institutionalized this practicum effort.

Terminal Objective 1: At the conclusion of this practicum in June, 1979, all staff members (45) participating in consortium activities will have improved in one or more areas of need as measured by the results of a pre- and post- Self-Appraisal of Performance Inventory and by observation of the changes in teacher behavior (methods or room environment) that relate to the teachers' individual staff development programs.

This terminal objective dealt with the two most obvious and observable results of this practicum effort. If teachers felt that their abilities had improved, this would have been reflected in the post-SAPI. They should also have demonstrated some observable change in their teaching if the program produced the desired effect.

Terminal Objective 2: By May, 1979, 90 percent of the participating classroom teachers will have successfully completed their individual student-mastery objectives, as evidenced by at least 90 percent of their students showing increased achievement in teacher-designated skill areas.

This terminal objective deals with the desired end-product of any practicum effort -- student achievement. Because of the diversity of teacher choices, the number of students (1,167), and the number of teachers, summarizing the data presented some problems in logistics. To account for varying student abilities within each classroom, students were assigned to three performance groups based on previous academic records (test scores, report cards, etc.) and teacher judgment. As indicated in Chapter 2, students in these performance groups were expected to reach successively higher levels of mastery of the district essential objectives according to their designation (Group A, B, or C).

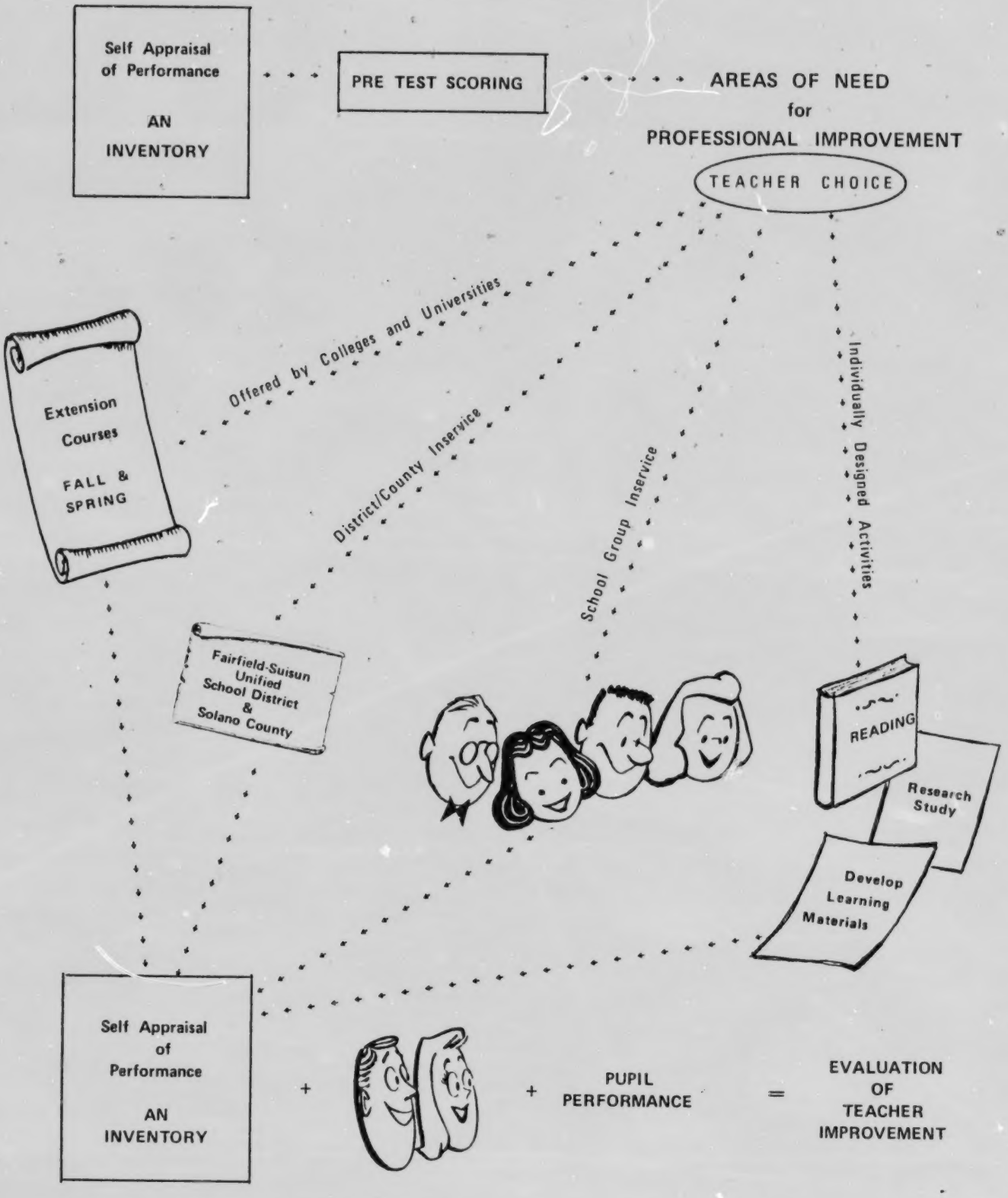
Success, according to this objective, was defined as 90 percent of the teachers accomplishing their student performance goals on district essential objectives that related to the topic of their individualized inservice activities. Students, as a group, were considered successful if 90 percent of them met the predicted levels of teacher expectation. The 90 percent figure in both cases was thought to be reasonable, yet challenging. The grouping of students made adjustments for individual differences in student ability possible without making the data too confusing.

Design

Figure 2, Flow Chart of Practicum, offers a graphic illustration of the design of this group practicum effort. Staff members responded to the SAP Inventory and identified areas of need for professional development. These areas of need could be met through college courses, school district or county inservice education classes, individual school inservices or individually designed activities. District, county, or school inservice education offerings were designed to meet institutional needs, while college courses and individually designed activities were set up to address individual needs. There was a great deal of overlapping. For example, a teacher could attend a group inservice education activity because it fit the topic of his or her individual activity, or he/she could have chosen an individual topic that met institutional needs. A teacher who improved in his or her ability to teach was considered to be meeting institutional needs, regardless of the topic of study.

FIGURE 2

FLOW CHART OF PRACTICUM



After participating in this program for one school year, teachers were evaluated with a post-SAP Inventory to measure whether or not they felt more confident in specific subject areas. Teachers were also observed, and behavioral changes that could be attributed to inservice education activities were noted. Student performance on objectives related to the area of study were also evaluated. It was the teachers' choice as to what inservice education offerings would be attended, the topic of individualized focus, and what student essential objectives most closely tied to the chosen topic of study. The Inservice Data Summary results (**Appendix N**) do not completely correlate with the original assessment of need presented in Appendix E, because teachers were given the opportunity to choose their own areas of inservice emphasis and the essential objectives to be addressed.

All individualized inservices were recorded on an Individual Record Form for Staff Development (**Appendix J**) upon which the various activities and time spent on them were noted. This form provided detailed information about the specific individual activities of each staff member. A copy of this record was turned in to the teachers' supervisors at the conclusion of the school year. Each staff member had a formative evaluation conference in January, and a summative evaluation conference in May, with a conferee of the teacher's choice.

To provide a permanent record of successful group inservice activities, staff members were asked to fill out a Staff Development Rating Form (**Appendix K**) which asked teachers to rate all group activities on a scale of one to five, with one being poor and five being excellent. Group inservice activities that were rated above 3.5 were catalogued and collected at a district clearinghouse, considered from the outset to be the major means of disseminating the positive outcomes of this practicum effort. It was decided that exceptional group inservices should be filed for future use by the participants and made available to other schools in the district. The clearinghouse became the responsibility of the director of special projects (a practicum participant) because of his access to all the schools in the district.

CHAPTER 4

EXECUTING THE PRACTICUM

Phase I: March 1978 – July 1978, Proposal Planning

The practicum group consisting of four Fairfield-Suisun Unified School District administrators was formed in March, 1978. Thomas Chalk, Clark Matthiessen, and Margaret Renn were elementary school principals, and Ernest Moretti was the district's director of special projects.

The group met weekly in March to define an area of practicum action, and determined that the district's teacher inservice training program was a continuing source of teacher and administrator concern which merited exploration. Ongoing training requirements of the district were being impacted not only by collective bargaining, but also by post-Proposition 13 funding reductions and staff development requirements specified in AB 65 (School Improvement Program) and Title I project guidelines.

A request for an ERIC search for teacher inservice literature was made in April, and the material provided was reviewed by the end of May. Alternative ways of providing meaningful staff development and inservice training were discussed at length as the group developed a model which would be consistent with the decentralized management system operant in the district.

Preliminary needs assessment surveys of teachers and administrators were completed at practicum orientation staff meetings and administrators' meetings in May, utilizing a questionnaire developed by a district curriculum committee. Results verified the practicum group's prediction that major criticisms of the district inservice program would be lack of timeliness, lack of specificity, and lack of relevance for particular site or program needs. In another independent survey made by the local teachers' association, "staff development offerings" was again found to be a weak area in the district.

Through June and July the group proposal was conceptualized, written, and was granted district sanction for implementation. The first submission of the practicum proposal was made on June 30, 1978.

Phase II: August 1978 – October 1978, Initial Implementation Activities

The evaluation of the practicum proposal by Nova reviewer J. Toomer was received in August. Concerns identified by the reviewer were the documentation of the need for the effort, the development of objectives, the description of intervention strategies, and the evaluation design. These concerns necessitated a revision of the proposal.

The target activities planned in the original proposal were modified to address the weaknesses found by Dr. Toomer. By September 15, the group had developed a teacher's Self-Appraisal of Performance Inventory (SAPI) and a Staff Development Activity Preference Survey to secure documentation of needs and input for planning workshops. An individual Staff Development Record Form and a Staff Development Activity Rating Form were also designed to be used as evaluation instruments.

The practicum was designed not only to upgrade staff development and inservice training, but also to make more efficient use of school resources – time, money, and personnel – through a consortium effort of three schools. These intentions were again presented to the site staffs at orientation meetings held in September. The various activities, strategies, and forms were presented with detailed explanations. Each staff member was given time to complete the SAPI to assist in the identification of his/her area(s), of staff development for the year. The activity preference survey was also completed, giving the practicum group direction for planning workshops, separate site programs, and/or consortium program presentations.

Input of the consortium staffs from the orientation meetings, along with other practicum implementation concerns and procedural questions (feasibility, priorities, budgeting, compliance with evaluation concerns), was discussed in October with the group's outside observer, Dr. W. Kuykendall. Dr. Kuykendall, a Nova graduate, was at this time the Assistant Superintendent for Business Services, Solano County Office of Education. After this discussion, the requested proposal revision was completed and submitted on October 26, 1978.

October inservice training workshops provided by the district focused on grade level revisions of essential objectives and on techniques for parent conferences. The three consortium-sponsored staff development programs presented during the month of October are shown in the following section of this chapter.

Phase III: November 1978 – April 1979, Implementation of the Staff Development Model

During this time period the practicum participants engaged in implementation activities as well as some initial assessment activities. Communication with the district's two area superintendents regarding consortium offerings was also initiated and became a semi-monthly responsibility of the director of special projects for the remainder of the 1978–79 school year. Thirteen consortium-sponsored staff development workshops were held, and these are listed below in chronological order:

	Topic	Presentor(s)	Date	In Attendance
1.	McKenzie Phonics	Nadiene Chadbourne	10/12/78	12
2.	Teaching the Parts of Speech	Phyllis Hickey	10/25/78	6
3.	Implementing a Peer Observation and Support Model	Tom Chalk and John Mealley	10/26/78	16
4.	Implementing a Peer Observation and Support Model	John Mealley	11/17/78	14
5.	Administering and Interpreting Diagnostic Tests	Dorothea Hausam	12/4/78	15
6.	What's Right with Education?	Margaret Renn	1/9/79	15
7.	From Bud to Bloom: A Taxonomy in Motion	Susan Kovalik	1/26/79	8
8.	What's Right with Education?	Clark Matthiessen	2/20/79	40
9.	Write Right (Handwriting)	Teresa Young	3/14/79	17
10.	Time Management: Getting Control of Your Time and Your Life	Tom Chalk and Clark Matthiessen	3/15/79	23
11.	Working with Parent Aides	Leslie Sullens	3/21/79	8
12.	Oral Language Development	PDPIC staff trainers	4/19/79	45
13.	Reading Comprehension Skills	PDPIC staff trainers	5/17/79	43

Attendance at these workshops was open to members of each consortium staff. In addition to these activities, consortium school staff memebers had a variety of other inservice training opportunities throughout the school year from which to pick and choose as appropriate to their individual areas of need. These district-sponsored activities are listed below, and the number of consortium teachers in attendance at each is shown:

Topic	Presentor(s)	Date	In Attendance
Sixth Grade Teachers' Meeting	Marv Woodstrup	10/4/78	2
Fifth Grade Teachers' Meeting	Marv Woodstrup	10/16/78	3
Changing Behavior: Techniques for Improving Discipline	Pat Blackwell	10/16/78	5
Individualization of Competency-Based Education for Comprehensive Program	Staff	10/18/78	0
Fourth Grade Teachers' Meeting	Marv Woodstrup	10/18/78	5
Changing Behavior: Techniques for Improving Discipline	Pat Blackwell	10/19/78	0
The Mechanics of Parent Conferencing	Pat Blackwell Marta Kyte	10/23/78	6
The Mechanics of Parent Conferencing	Pat Blackwell Marta Kyte	10/24/78	0
Third Grade Teachers' Meeting	Marv Woodstrup	10/25/78	4
Palo Alto Reading Series	Publisher Representative	10/30/78	2
First and Second Grade Teachers' Meeting	Marv Woodstrup	11/6/78	8
Helping Children Write Complete Sentences, Part I	Pat Blackwell	11/6/78	7
Helping Children Write Complete Sentences, Part I	Pat Blackwell	11/9/78	0
Helping Children Write Complete Sentences, Part II	Pat Blackwell	11/20/78	1
Helping Children Write Complete Sentences, Part II	Pat Blackwell	11/21/78	0
Teaching Nutrition with Big Ideas, Grade 2	California Dairy Council Representative	11/29/78	2
Teaching Nutrition with Big Ideas, Grade 5	California Dairy Council Representative	12/6/78	2
Writing Individual Learning Plans for the Non-English and Limited English Speaking Student	BABEL–LAU Resource Center Representative	12/14/78	1
Writing Without Writhing, A Writer's Workshop	Dr. Maurice Poe Dr. Maryann Gatherall Sharon Beishaw	1/4/79	13
Language Development	BABEL–LAU Resource Center Representative	1/11/79	2

Topic	Presentor(s)	Date	In Attendance
The Wondrous Wagging of Tongues	Oakland Unified School District Consultant	1/13/79	0
Sensory Integration and Learning Disorders	Vallejo Unified School District Consultant	1/16/79	0
Sensory Integration and Learning Disorders	Vallejo Unified School District Consultant	1/17/79	6
A Repetroire of Teaching Strategies	Pat Blackwell	1/22/79	2
A Repetroire of Teaching Strategies	Pat Blackwell	1/23/79	0
Magic Circle	Reed McLaughlin Frank Pignataro	2/7/79	3
Math Activities	Pat Blackwell	2/15/79	5
Math Activities	Pat Blackwell	2/16/79	0
Reality Land	John Scott Gary Falati	2/21/79	7
Basic Principles in Teaching English as a Second Language	California State Dept. of Education Consultant	3/7/79	1
Creative Beginning Dramatics	Bill Stephens	3/7/79	0
Geo–Cepts	Publisher Representative	3/12/79	0
Advantages of Primary Language Instruction to NES/LES students	BABEL Resource Center Representative	3/15/79	0
Basic Principles in Teaching English as a Second Language	California State Dept. of Education Consultant	3/21/79	0
"Burn–Out" - - Surviving Your Job, Part I	Santa Rosa "Options" Representatives	3/22/79	9
Art For Young Children	Beverly Bos	3/24/79	0
Basic Principles in Teaching English as a Second Language	California State Dept. of Education Consultant	4/4/79	0
"Burn–Out" - - Surviving Your Job, Part II	Santa Rosa "Options" Representatives	4/5/79	2
Let's Help Children Think! (High Level Questioning)	Pat Blackwell	4/30/79	2

Topic	Presentor(s)	Date	In Attendance
Feed Your Kids Right!	Dr. Lyndon Smith	5/16/79	9
Teachers Are Important People	Assemblyman Dennis Mangers	5/31/79	3

Another important facet of the implementation phase of this practicum was the regular meeting of praticum participants. Meetings were held once each month (sometimes more often) for the purposes of assessing the progress of the practicum, planning activities (securing speakers, materials, meeting locations, etc.), and compiling data which would be needed for the praticum report. These meetings varied in length from one to three hours each, and were held in the homes of the participants on a rotating basis.

In February, 1979, each consortium principal held a special staff meeting to discuss the status of the teachers' individualized programs of staff development. It was of prime importance to learn whether or not the teachers were finding workshops or inservice sessions appropriate to their needs, and what, if any, special materials or resources were needed in their classrooms as a result of their participation in the training program. The results of these meetings are more fully discussed in Chapter 5, Evaluation. The participants also received formative education feedback during February, 1979, as a result of meeting with the practicum's outside evaluator, Dr. Kuykendall.

From March, 1979, through April, 1979, the consortium principals made classroom observations for the purpose of discerning whether or not there were any positive visible changes in teacher behavior, methods, or room environment. It was, of course, hoped that these positive changes had come about as a direct result of the practicum treatment. Appendix N, Inservice Data Summary, gives teacher–by–teacher information relating to this activity.

Phase IV: May 1979 – June 1979, Evaluation and Reporting

By May, 1979, it was time to begin formally evaluating the practicum and putting together the final report. Data showing student mastery of target objectives, observable changes in teacher behavior, teacher attitudes regarding their own improvement, and changes in CTBS scores were collected and analyzed by the participants. Tables 3 and 4, and Appendix N contain the data from which the summative evaluation conclusions were drawn.

In addition, the participants: (1) Made brief presentations to those in attendance at the May area A and Area B administrators' meetings regarding the consortium training model and its implications for other schools in the district; (2) finalized the clearinghouse of staff development activities (see Process Objective 3); (3) administered the post-Self Appraisal of Performance Inventory; and (4) met once again with the outside evaluator, Dr. Kuykendall, who completed the Practicum Performance Questionnaire (Appendix O). Following these activities the practicum participants began assembling the practicum report.

Time Line for Phases I, II, III and IV

Phase I – March, 1978, through June, 1978:

1. Practicum group formed (March)
2. Practicum topic finalized (March)
3. ERIC search initiated - other literature gathered (April)
4. Staff development training model developed (April)
5. Consortium school staffs oriented to project (May)
6. Needs assessment surveys of teachers and administrators developed and administered (May)
7. Existing documentation and needs assessment data gathered and organized for use (May)
8. Approval from superintendent's office sought and granted (May)
9. Practicum proposal written and submitted (June)

Phase II – August, 1978, through October, 1978:

1. Evaluation of proposal by Nova staff received (August)
2. Forms developed: Self-Appraisal of Performance Inventory, Individual Staff Development Record, Staff Development Activity Preference, Staff Development Activity Rating Sheet (September)
3. Participants met with outside evaluator (September)
4. Consortium staffs met for update on project (September)
5. Self-Appraisal of Performance Inventory and Activity Preference Questionnaire administered (September)
6. Consortium teachers established individual areas of emphasis for the year (October)
7. Participants met with outside evaluator (October)
8. Proposal revised and resubmitted (October)
9. Staff development activities initiated (October)

Phase III – November, 1978, through April, 1979:

1. Staff development activities continued (Ongoing)
2. Consortium activities reported to area superintendents (November)
3. Practicum participants met (November/Ongoing)
4. Consortium activities reported to area superintendents (January)
5. Consortium staffs met to discuss status of individual programs (February)
6. Participants met with outside evaluator (February)
7. Consortium activities reported to area superintendents (March)
8. Consortium principals conducted classroom observations (March-April)

Phase IV – May, 1979, through June, 1979:

1. Evaluation of practicum outcomes and performance begun (May)
2. Participants made presentations to administrators at Area A and Area B meetings (May)
3. Clearinghouse of staff development activities finalized (May)
4. Final meeting held with outside evaluator (May)
5. Writing of practicum report begun (June)

CHAPTER 5

EVALUATION

Formative Evaluation

The formative evaluation of this practicum consisted of the evaluation of the three process objectives and the results of staff meetings held in February, 1979. These staff meetings were held to seek input regarding the progress of this effort. Regularly scheduled meetings were also held with an outside evaluator to share information and to discuss various strategies and approaches. These meetings were helpful in adjusting minor factors of this practicum to better meet the needs of staff and students (see Chapter 4).

Process Objective 1: By October, 1978, each teacher will have established his/her areas of individual staff development needs and competencies as indicated by the results of a Self-Appraisal of Performance Inventory.

This objective was accomplished as scheduled. Most (85 percent) of the teachers found the Self-Appraisal of Performance Inventory helpful in identifying areas of strength and weakness. Some (15 percent) of the teachers felt that completing the inventory was a waste of their time. A surprisingly large number of staff (6 percent) did not understand some of the terms used in the inventory and consequently found it confusing. Nevertheless, the instrument was generally found to be helpful in focusing teacher attention to specific areas of competence that would not otherwise have been considered.

Process Objective 2: By January, 1979, each classroom teacher will have professional development objectives on file based on student mastery of specific district essential objectives.

This objective was accomplished as schedule. Most teachers could see the reasoning for correlating student achievement of specific objectives to their areas of inservice education. Some teachers had problems finding student objectives that were closely related to their particular areas of focus. For example, teachers who focused on classroom management had difficulty finding objectives from the district essential objectives which would be directly impacted by a better-organized classroom. A few teachers resented the accountability implied in this type of evaluation design.

Process Objective 3: By June, 1979, consortium leaders will have developed and implemented an ongoing staff development model through the use of the following:

- A Self-Appraisal of Performance Inventory
- An Individual Staff Development Record Sheet
- A Staff Development Activity Rating Form
- A Staff Development Activity File

This objective was accomplished as scheduled. The various instruments developed to implement the strategy of this practicum were a major strength of this effort as they proved invaluable in monitoring and evaluating staff members' progress in the various activities associated with this inservice education model. The Self-Appraisal of Performance Inventory helped teachers focus on individual areas of strength and weakness. It also provided for an evaluation of those areas the teacher thought he/she improved in after the intervention had occurred. The Individual Staff Development Record Sheet helped to organize information about the topic of focus, activities engaged in by the teacher, and specific changes in the classroom which occurred as a result of these activities. The Activity Rating Form provided excellent feedback on group inservices, a record of inservice education activities attended by individual teachers, and a basis for placing activities in the Staff Development Activity File. The Staff Development Activity File proved to be a valuable legacy of this practicum effort -- for the first time the district has information regarding group inservice education activities which were well-received by teachers.

February, 1979, Formative Evaluation Meetings: These meetings were held at each consortium school to evaluate the ongoing operation of the consortium for staff development. Below are summaries of the commendations and recommendations of each staff in the consortium:

1. Are the forms adequate for identifying individual staff needs?

BRANSFORD: There was some confusion as to the use of the Individual Staff Development Record Sheet. Some staff members were reluctant to choose an area of individual emphasis to work with an observer. These concerns were discussed and the meeting proved helpful to teachers understanding the forms and utilizing them effectively.

DAVID A. WEIR: The staff understood how to use the forms and how to work with their colleagues. Some teachers complained that the Self-Appraisal of Performance Rating Form was hard to understand and was a waste of time. The majority of staff found all instruments to be helpful in identifying areas of focus and in organizing and documenting staff efforts.

SUISUN VALLEY: The staff at Suisun Valley School indicated that the Self-Appraisal of Performance Rating Form and the Activity Preference Questionnaire were very useful for determining areas of individual and group needs. The staff did not find the Individualized Record Form helpful because information such as hours, topics, and activities were already recorded on other forms. Because the staff preferred having the principal do the observing, the need for an observer's input page did not seem as useful as the regular observation/evaluation report used in the district.

When the participants met to discuss the use of the forms, it was discovered that each school was using the forms in slightly different ways. This was discussed, and it was decided that the variation among schools was not a major problem. The combination of forms covered the needs of various schools for collecting data and evaluating this practicum effort.

2. *Are the various staff development activities (being planned or offered) adequate to meet individual staff needs?*

BRANSFORD: In addition to participating in the consortium activities, Bransford school also participated in a state-funded staff development program, Professional Development Program Improvement Centers (PDPIC). The staff was very pleased with the number and variety of activities offered to meet their identified needs from the consortium and PDPIC.

DAVID A. WEIR: David Weir School also participated in PDPIC and the consortium activities. Both David Weir and Bransford schools were chosen to participate in this state-funded project because of the interest shown in staff development as a means to help teachers better meet the needs of students. This staff was also pleased with the variety and number of inservice education offerings provided. Many staff members appreciated the individualized aspect of this practicum design because it gave them the opportunity to study and develop materials in areas of their individual needs and interests.

SUISUN VALLEY: The teachers at Suisun Valley preferred to attend small group activities which focused on school site needs as opposed to district wide activities. Some became involved in individualized projects and professional reading. Most also attended consortium activities. The staff enjoyed working together and thought the number of activities offered were adequate in meeting their individual needs.

When the participants compared the data on this question it seemed that all staff members were satisfied with the number and variety of inservice education offerings. Although the approach and type of activities offered varied from school to school, the participants thought that the programs in their individual schools were meeting individual staff needs. This individual school approach was thought to be the key element in the staffs' satisfaction.

3. What suggestions could be offered that would improve the functioning and/or quality of the consortium's staff development program?

BRANSFORD: The teachers suggested that minimum student days be scheduled to provide time in the early afternoon for staff members to work on staff development activities. They also felt that follow-up activities after specific staff development workshops would help insure proper implementation in the classroom. Teachers felt the need to share their problems and the successes they were experiencing in implementing their individualized inservice activities in the classrooms with peers. The staff also thought that more activities should be provided for classroom aides.

DAVID A. WEIR: The teachers at David Weir also expressed the need for additional follow up activities and for discussing problems and successes with their peers. In addition, they asked for additional school time to work on their staff development activities. Some staff members suggested that the Self-Appraisal of Performance Inventory be changed to make it easier to understand.

SUISUN VALLEY: The teachers at Suisun Valley liked the consortium approach. They felt a need for more money to buy time and materials to help them implement their individual staff development activities, and strongly supported the cost-effectiveness of sharing expenses among the schools.

It seemed that the two large schools had the need to formalize the sharing of information, while the six teachers at Suisun Valley School had a good informal method of sharing ideas, problems and concerns. David Weir and Bransford Schools both set up formal meetings to follow up specific group inservices to deal with general areas of focus and allow teachers to share ideas and concerns. The participants thought that the amount of release time given to teachers was adequate and decided not to provide additional minimum days for staff

development. Individual teachers were provided with substitutes if they could demonstrate the need. Additional inservice education activities were planned for aides at Bransford School.

The sharing of activities and resources among various consortium schools did not occur to the extent that the participants had planned. Joint inservices were held between the consortium schools, but the sharing of ideas to help with the implementation of new methods were held mainly among the teachers at the individual schools.

A formative evaluation conference was held with Dr. Kuykendall in February to review the input from the staff and its implication for program development. Dr. Kuykendall's ideas provided the participants with an outside point of view that proved helpful in making several minor adjustments in this effort. Suggestions about how to organize meetings for teachers to share their individual areas of focus were discussed and agreed upon.

Summative Evaluation

The summative evaluation of this practicum effort focuses primarily on the achievement of the two terminal objectives. These objectives deal with individual teacher behaviors and student achievement on criterion-referenced (essential) objectives. A general statement of positive and negative outcomes of this practicum effort will follow the detailed evaluation of the terminal objectives.

The raw data on which this evaluation is based is found in Appendix N. The data collected for each classroom teacher consists of the grade level taught, the focus of individualized inservice activities, the group inservice activities attended, the observed changes in the classroom, the number of pre- and post- "C" responses on the Self-Appraisal of Performance Inventory, the designation of student performance objectives and the number of students in each group, the evaluation of student performance on the chosen objectives, and the results of Comprehensive Tests of Basic Skills (CTBS) for the spring of 1978 and 1979. This information has been put into various tables to evaluate the two terminal objectives.

Terminal Objective 1: At the conclusion of this practicum in June, 1979, all staff members participating in consortium activities (37) will have improved in one or more areas of need as measured by the results of a pre- and post- Self-Appraisal of Performance Inventory or by observation of the changes in teacher behavior (methods or room environment) that relate to the teachers' individual staff development programs.

The criteria for success of this objective was evidence of one or more observable positive changes in the classrooms, and a 20 percent reduction in the number of "needs additional instruction/help" column of the Self-Appraisal of Performance Inventory. There was at least one observable change in each classroom teacher's program. The participants observed 100 changes in the classrooms of participating teachers. On the pre- Self-Appraisal of Performance Inventory, the 'needs additional instructional help' column was checked 207 times by all certificated staff members. At the conclusion of the practicum effort, this column was checked 101 times by the combined staff, representing a 48.7 percent reduction in the areas in which teachers felt they needed additional help. When these data were studied, they showed that 29 classroom teachers recorded a reduction in the "needs additional instruction/help" column. Five classroom teachers had the same number of "needs additional instruction/help" marked and three classroom teachers marked more on this column on the post-survey than on the pre-survey.

Terminal Objective 1 was met. The data showed greater success than the expectations set forth in the objective. Observable changes in teacher behavior was a key factor in the practicum effort, and the number and types of changes displayed by most teachers demonstrated that the training and studying efforts of teachers paid off in the classroom. All teachers showed positive changes as a result of this intervention. The results of the Self-Appraisal of Performance Inventory demonstrated that teachers felt capable in many more skill areas at the conclusions of this effort. The combination of individualized and group inservice training programs focusing on teacher-selected skill areas seemed to meet staff needs very effectively.

Terminal Objective 2: By May, 1979, 90 percent of the participating classroom teachers will have successfully completed their individual student mastery objectives, as evidenced by at least 90 percent of their students showing increased achievement in teacher-designated skill area.

To adjust for individual differences in achievement amont students, teachers were asked to place students into three performance categories and record student mastery of the chosen essential objectives by group. Group A was composed of students who were at least six months

below grade level as measured by the Comprehensive Test of Basic Skills (CTBS). These students were not expected to master all Essential Objectives because of previous performance. There were 372 students (32 percent) in this performance group. Group B was composed of students working at grade level as measured by the CTBS and they were expected to master most of the Essential Objectives. There were 451 students (39 percent) in this performance group. Group C was composed of students working above grade level as measured by the CTBS, and they were expected to master all of the Essential Objectives and some additional enrichment objectives. There were 344 students (29 percent) in this performance group.

Consortium classroom teachers chose a total of 89 objectives on which to evaluate their area of inservice education focus, for an average of 2.4 objectives per classroom teacher. Some teachers chose areas of focus that were difficult to tie to specific Essential Objectives. When this occurred, teachers used objectives that related directly to student academic performance. For example, a teacher who decided to focus on classroom organization and management chose objectives dealing with "at-task" time for students, personal organization, and specific objectives in math and reading. Most objectives did correlate well with the specific area of focus chosen by the teacher.

The criterion for success of this objective was established as 34 of the 37 consortium teachers (90 percent) having a total of 90 percent of their students demonstrating mastery of teacher-selected Essential Objectives. It was believed that 90 percent of the student population should master these objectives. Different standards of mastery were set for all three performance groups. An average of 70 percent of Group A students were expected to master teacher-chosen objectives. Ninety percent of Group B students were expected to master the objectives chosen by their teachers, and 100 percent of Group C students were expected to master the objectives.

The performance outcomes on this objective were mixed. Thirty-three of the 37 classroom teachers (89 percent) had 90 percent of their students mastering the teacher-assigned objectives. This was one teacher less than was stated as the criteria for success of this particular portion of this objective.

Table 3 shows the mastery of each performance group in the three consortium schools by grade level. The total percent of mastery for each grade level is reflected by school. The

TABLE 3

STUDENT MASTERY OF TARGET OBJECTIVES BY SCHOOL

School		K		1		2		3		4		5		6		Total	
			%		%		%		%		%		%		%		%
Bransford	A	56/64	87.5	65/87	74.7	21/28	75.0	50/52	96.2	46/50	92.0	26/32	81.2	25/36	69.4	289/349	82.8
	B	76/78	97.4	44/45	97.8	25/26	96.2	43/46	93.5	56/61	91.8	56/60	93.3	42/48	87.5	342/364	94.0
	C	23/23	100	21/21	100	7/7	100	26/26	100	35/35	100	16/16	100	23/24	95.8	151/152	99.3
	T	155/165	93.9	130/153	85.0	53/61	86.9	119/124	96.0	137/146	93.8	98/108	90.7	90/108	83.3	782/865	90.4
David Weir	A	54/63	85.7	91/95	95.8	54/60	90.0	84/96	87.5	53/66	80.3	36/44	81.8	39/46	84.8	411/470	87.4
	B	63/66	95.4	100/100	100	68/72	94.4	93/96	96.9	115/123	93.5	62/66	93.9	68/71	95.8	569/594	95.8
	C	66/66	100	82/84	97.6	59/60	98.3	95/96	99.0	116/117	99.1	60/60	100	56/56	100	534/539	99.1
	T	183/195	93.8	273/279	97.8	181/192	94.3	272/288	94.0	284/306	92.8	158/170	92.9	163/173	94.2	1514/1603	94.5
Suisun Valley	A	.....		11/14	78.6	5/6	83.3	7/10	70.0	18/20	90.0	12/16	75.0	9/10	90.0	62/76	81.6
	B	.....		14/14	100	30/30	100	22/22	100	10/10	100	14/14	100	23/24	95.8	113/114	99.0
	C	.....		28/28	100	22/22	100	26/26	100	22/22	100	30/30	100	26/26	100	154/154	100
	T	.....		53/56	94.6	57/58	98.3	55/58	94.8	50/52	96.2	56/60	93.0	58/60	96.7	329/344	95.6

fraction to the left of each box reflects the number of students mastering the assigned objective over the total number of students in that group. This figure is converted to a percent on the right hand portion of the box. The "T" at the bottom of each grade level reflects the total mastery of all three groups on that particular grade. The column on the right reflects the total mastery of each performance group by school.

Over 80 percent of the students in performance group A mastered the teacher assigned objectives. The criteria of 70 percent mastery for this group was found to be a low estimate for this group because the students achieved well above this expectation. Performance group B averaged well over 90 percent in all three schools. The estimate for this group also could have been higher. Performance group C had a few students in the two large schools who did not master the assigned objectives. The 100 percent expectation in this case was not met and may have been unrealistic.

When scores are compared by school, the averages seem to generally reflect the socio-economic make-up of the individual schools. Suisun Valley, which is generally an upper middle class school, had the lowest C group performance. This discrepancy probably reflected the fact that Suisun Valley also had a large migrant population.

Table 4 summerizes the data by performance group. The format of this table is similar to that of Table 3. Over 90 percent of each grade level mastered the teacher-assigned objectives, with performance group A averaging 85.2 percent, performance group B averaging 95.5 percent, and performance group C averaging 99.3 percent. Groups A and B were well above the criterion for success, with group C being .7 percent below the established criterion for success.

For Terminal Objective 2, 89 percent of the teachers had 93.5 percent of their students mastering teacher-assigned objectives. Performance groups A and B were well above the criterion for success, with performance group C slightly below the criterion. The number of teachers achieving this objective was one percent below the criterion for success. In general, the participants considered the major focus of this objective to be accomplished because of the high percentage of students who mastered the teacher-chosen objectives.

TABLE 4

STUDENT MASTERY OF TARGET OBJECTIVES

Group	K		1		2		3		4		5		6		Total	
Total GROUP A	110/127	% 86.6	167/196	% 85.2	80/94	% 85.1	141/158	% 89.2	117/136	% 86.1	74/92	% 80.4	73/92	% 79.3	762/895	% 85.2
Total GROUP B	139/144	96.5	158/159	99.4	123/128	96.1	158/164	96.3	181/194	93.3	132/140	94.3	133/143	93.0	1024/1072	95.5
Total GROUP C	89/89	100	131/133	98.5	88/89	98 9	147/148	99.3	173/174	99.4	106/106	100	105/106	99.1	839/845	99.3
Total by GRADE	338/360	93.9	456/488	93.4	291/311	93.6	446/470	94.9	471/504	93.5	312/338	92.3	311/341	91.2	2625/2812	93.3

In summary, it would seem that the practicum intervention changed teacher behavior and attitude, and resulted in noticeable student achievement.

Side Effects

To evaluate possible side effects of the practicum effort, teacher's class scores on the Comprehensive Test of Basic Skills (CTBS) recorded in the Spring of 1979 were compared to CTBS scores of Spring 1978, by classroom. CTBS scores on certain specific areas were also compared for teachers who had a clearly stated focus that could be related to one or more subtests on the CTBS. Achievement test scores were evaluated as a side effect because of the variety of outside factors that could influence the results.

Teacher attitudes on the district staff survey between the 1977–78 and the 1978–1979 school years were also compared. Results on a survey of this type are influenced by a variety of outside factors (e.g. the effect of collective bargaining), and for this reason, the results of this survey were evaluated as a side effect.

CTBS Scores: Table 5 reflects the number and percentages of teachers whose class CTBS results showed an increase, decrease, or remained the same between the Spring of 1978 and the Spring of 1979 in the areas of reading, math and language. The math scores were mixed, with 37 percent of the classes showing in increase, 29 percent showing a decrease, and 34 percent remaining the same. These data reflect an overall improvement on the CTBS by the schools involved in the activities.

TABLE 5

STAFF DEVELOPMENT PRACTICUM IMPACT ON CTBS SCORES BY CLASSROOM *

	INCREASE	DECREASE	SAME
Reading . .	18.....52%	11.....31%	6.....17%
Math . . .	13.....37%	10.....29%	12.....34%
**Language . .	16.....52%	12.....38%	3.....10%

* Note: This table is based on 35 teachers. Two teachers are not reflected in these data because they were new to the school or grade level during the 1978–79 school year.

** Note: These data do not reflect kindergarten scores.

Table 6 focuses on specific areas of the CTBS that were emphasized by participating teachers. For example, if a teacher chose to improve the reading program as his or her area of emphasis, the Spring, 1978, and Spring, 1979, CTBS scores in reading would be evaluated on this chart. If a teacher chose a general area such as classroom management, it would not be reflected in this table.

TABLE 6

CTBS RESULTS RELATED TO SPECIFIC AREAS OF TEACHER EMPHASIS

	INCREASE		DECREASE		SAME	
	Number	Percent	Number	Percent	Number	Percent
Reading . .	5	56%	2	22%	2	22%
Math . .	0	0%	1	25%	3	75%
Language .	5	63%	2	35%	1	12%
Social Studies .	1	100%	0	0%	0	0%

In the area of reading, five out of nine teachers showed increased CTBS scores, two showed decreased CTBS scores, and two tested the same. These results reflect a greater improvement than the general data presented in Table 5. Teachers who worked on reading as part of their staff development program showed four percent more increase, and nine percent less decrease, than the staff in general.

Four teachers focused on the area of math, with one showing a decrease and three scoring the same. The poor showing on this academic area was also reflected by lower improve-

ment in this area by the total group. A possible explanation for this could be a lack of group inservice offerings in math. Because of the small number of people in this group, percentage comparisons are not meaningful.

Eight teachers focused on the area of language, with five recording an increase on the CTBS, two recording a decrease, and one remaining the "same". The student achievement results of teachers focusing on this area were better than those of the staff in general.

In summary, there were increases in the CTBS scores in all three consorium schools, with over half the classroom teachers showing class increases in reading and language scores. When student scores of teachers who focused on specific academic areas tested by the CTBS were studied, they showed greater increase than did the students of staff in general in the areas of reading and language. The general CTBS performance for math was lower than for reading and language, and the classes of teachers focusing on this area did not do well on their testing as those of teachers that focused on reading and language.

Staff Survey: In the spring of each school year the Fairfield-Suisun Unified School District surveys all staff members. Staff is asked to answer these questions "yes", "no", "undecided", or "insufficient information". The data is reported to the schools in percentages of positive responses. The eight questions asked are:

1. Do you feel good about the people you work with?
2. Do you feel reasonably satisfied with the equipment and materials you are given to work with?
3. Do you feel reasonably satisfied with your surroundings and facilities provided?
4. Are you reasonably satisfied with your supervisor? (Do not include department chairperson)
5. Considering the overall problem of financing education, do you feel the District is compensating its employees as well as can be reasonably expected?
6. In general, do you feel your job gives you adequate opportunity to use your abilities?

7. In general, do you agree with Board Policy 7111 (District Philosophy and Goals)?

8. In general, do you feel that the Fairfield-Suisun Unified School District is a good place to work?

TABLE 7

STAFF SURVEY
1978–1979

School	Feel good about people you work with		Satisfaction with equipment and materials		Satisfaction with surroundings		Satisfaction with supervisor		Compensation is as good as can be expected		Opportunities to use abilities		Agreement with district philosophy and goals		District is a good place to work	
	1978 %	1979 %	1978 %	1979 %	1978 %	1979 %	1978 %	1979 %	1978 %	1979 %	1978 %	1979 %	1978 %	1979 %	1978 %	1979 %
Bransford	100	98	86	86	89	82	92	65	62	53	75	78	71	80	92	68
David Weir	86	98	95	85	89	95	97	100	48	45	83	87	80	94	89	95
Suisun Valley	89	100	100	90	78	80	89	100	100	40	100	100	89	80	100	100
District Average	89		80		72		82		34		76		80		83	

Table 7 compares the answers to the above questions in Spring, 1978, to Spring, 1979, in percentage of positive responses by school. There was an improved percentage of positive responses in 11 areas, and a decreased percentage in 10 areas, while three areas remained the same. All but one response for consortium schools were at or above the district average. The 1979 data reflects the effect on staff attitude of Proposition 13. Monies for materials were cut back, the staff received no salary increase, and the year started with a labor dispute. The fluctuation in the survey was thought to reflect those outside influences rather than the results of this practicum effort. In general, the staff of the consortium schools showed an improvement in attitudes in areas that could be tied to this intervention. For example, two out of three

schools showed improvement in their satisfaction with their supervisor, all schools improved or stayed the same on their attititude about opportunities to use their abilities, and two out of three schools showed a great increase in their attitude toward the people they work with. The general response of the staffs were much more positive than the district as a whole. The participants thought that a very positive side effect of this intervention was the improvement of general morale.

All aspects of the evaluation of this staff development were successful. The three process objectives were completed on schedule. Formative evaluation meetings in February provided valuable information that allowed the participants to better meet teacher needs through their input. Changes associated with staff development activities were observed in each teachers' classroom and there was a 49 percent decrease in the areas in which teachers felt they needed additional help.

Teacher efforts were reflected in student achievement, with 93.5 percent of the students mastering teacher-assigned objectives based on their area of inservice education emphasis. Eighty-nine percent of the teachers' classes scored above the 90 percent mastery level. This was the only aspect of the objectives that did not reach the evaluation criteria (which was set at 90 percent). The participants felt that student and teacher performance on all objectives reflected a successful intervention.

During the 1978–1979 school year the achievement test scores of the consortium schools improved. The Comprehensive Test of Basic Skills (CTBS) scores of students whose teachers focused on the areas of reading and language improved more than CTBS scores in general. This improvement was not reflected in the area of math. The staff surveys of consortium schools were at or above the district average in 23 out of 24 areas. Two out of three schools showed improvement in their satisfaction with their supervisor, all schools improved or stayed the same on their attitudes about opportunities to use their abilities, and two our of three schools showed an increase in their attitude toward the people they work with. In general, this intervention was well received by the staffs of the consortium schools and was associated with improved student achievement and staff morale.

CHAPTER 6

INSTITUTIONALIZATION AND DISSEMINATION OF THE PRATICUM

Institutionalization

The staff development model continued to be used by the consortium school principals during the 1979–80 school year. It is being used for the second year at Bransford, David Weir, and Suisun Valley, and has been installed at Fairview Elementary School. The individual and group orientation of this staff development model continues to be well-received by staff.

Inservice activities for the 1979–80 school year were planned using the inservice data in the district clearing house. Popular activities were repeated either district-wide or for the interested staffs of individual schools. For the first time, the district had an evaluation and listing of successful inservice programs with teacher comments. This information proved invaluable in planning timely and appropriate training for schools district-wide.

Other features of the model were also incorporated district-wide to strengthen the district's entire staff development program. The resource-sharing concept was implemented by a half-time staff development coordinator who sends out a newsletter each month which lists all staff development activities in the district. This newsletter helps schools avoid duplication of effort and allows for the sharing of costs and personnel. The district also adopted the staff development model for all administrative staff in the district.

Administrators were surveyed during the summer of 1979 to establish group needs, and group inservice education experiences were planned by a professional development steering committee. Three of the practicum participants serve as members of this committee. This administrative inservice education model also has an individualized focus that requires administrators to complete a self-performance achievement record in which they focus on an area they wish to improve.

The participants were pleased with the staff's acceptance of the model and the district-level spinoffs that resulted from the knowledge gained in this effort. The focus on group and individual needs and sharing of resources seemed to have strengthened staff development programs district-wide.

Dissemination

The participants shared the staff development model developed in this practicum with all district administrators. Many principals were interested in the individualized aspect of the model and requested copies of the staff survey, the Self-Appraisal of Performance Inventory, the Individualized Staff Development Record Sheet, and the Staff Development Activity Rating Form. These forms were used by building principals to document group needs and provide for individual areas of focus.

Information about this practicum was also shared with schools that participated in a state-funded program entitled "Professional Development Program Improvement Centers (PDPIC). Two of the practicum participants served as members of a committee that plans staff development activities for schools in a two-county area. The participants also received eight requests for the model and materials developed by this practicum effort.

The participants were enthusiastic about the interest shown regarding this model by administrators from a wide geographical area. Requests for information are still coming in about the program that was developed.

CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

All objectives of this practicum effort were met. Teachers demonstrated observable changes in their classrooms as a result of this intervention. The vast majority of students met the specific objectives related to their teachers' area of inservice education focus. The staffs of the three consortium schools were satisfied with the timely intervention provided by this staff development model.

The model developed by the participants addressed the traditional problem of untimely, irrevelant and inapplicable inservice education offerings by allowing for group offerings based on identified staff needs. All staff members, besides working on identified group needs, worked individually on specific subject or interest areas. This dual approach to staff development seemed to meet the staff development needs of individual teachers and the institutional needs of the consortium schools. The fact that the teachers evaluated their activities in terms of student achievement of specific objectives proved reinforcing for teachers, because it allowed them to study their efforts as they related to student learning.

The enthusiasm of the principals of the schools involved in this effort was thought to be a key to the success of this model. To keep any educational innovation moving forward requires the interest and follow-through of at least one person on a staff. The participants, as principals of the consortium schools, provided the push that was necessary to keep staff members on task and interested in the staff development program. To set up this staff development model in another school or district would require the commitment of the staff and administration to a staff development program based on the expressed needs of teachers and a certain amount of trust in teachers as professionals who are capable of identifying and working on their needs on an independent basis.

Although schools presented inservices together so as not to duplicate activities and costs, sharing and peer support were primarily done within the individual schools. Greater use of

shared resources could have been possible if teachers would have felt more comfortable working with their peers from the other consortium schools. Sharing and working with peers from another school would have served to broaden the perceptions of participating staff members.

Recommendations

The staff development support model developed in this effort could be used as a package by individual schools or school districts. Any school would profit by adding the individual area of focus to their existing inservice program. If this model were adopted by a large district, the participants would suggest that schools within the district be grouped according to common needs and philosophy to provide a more workable unit for sharing resources. If the consortium of sharing schools becomes too large, inservice education offerings will continue to have the same problem of timeliness and focus as traditional districtwide inservice education programs.

The importance of having an administration that is committed to having a staff development program that meets the individual needs of teachers as they perceive them cannot be overstated. Without support, follow through, and interest from the administration, any staff development program will not meet the needs of teachers. Why should teachers spend time to improve in specific skills if no one cares?

The model developed by this practicum effort could be improved by providing a specific vehicle for sharing among schools. Time should be provided for sharing between teachers of different schools. Grade level meetings, visitations or shared social functions could be used as specific activities that would increase sharing among schools.

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APPENDIX A

STUDENT SENTIMENT INDEX

STUDENT SENTIMENT INDEX

The Student Sentiment Index was first administered in Spring, 1975. All of the 3rd, 4th, 5th, and 6th-graders responded to the thirty-six questions; and the 7th through 12th-graders responded to forty-five questions, using two forms. The Index was again administered in the early Spring of 1976.

For the Spring of 1977, the Index was reduced to twenty questions elementary and twenty-five questions for the secondary level. Both Index instruments added the statement, "I enjoy using the school library" as the last item. The Spring of 1978 Student Sentiment Index was given to all students using one form for elementary and one form for secondary. A total of 3,339 students responded at the 3rd through 6th-grade level. At the secondary level (7th through 12th), 4,747 students responded.

The following report shows the percentage of students responding to the items on a District-wide basis. The first column is the response desired, the second is the undesirable response, and the third is the percentage marking "not sure". The percentages are for the four years - 1975, 1976, 1977, and 1978.

The reader should pay particular attention to both the desirable responses (column one) and the undesirable responses (column two). A positive result is one in which the desirable response percentage is increasing and the undesirable response is decreasing. A plus (+) has been placed next to the items that generally show a positive result.

The average score for the entire Index at the elementary level is 68% positive response. The average positive response for the entire Index at the secondary level is 47% desired response.

ELEMENTARY
STUDENT SENTIMENT INDEX

ITEM	% DESIRED RESPONSES YES & NO					POSITIVE RESULTS	% UNDESIRABLE RESPONSES					% RESPONSES NOT SURE			
		75	76	77	78			75	76	77	78	75	76	77	78
1. Do you look forward to going to school?	Yes	67	68	67	70	+	No	15	14	13	11	18	18	19	18
2. When you do something wrong at school, do you feel you are treated fairly?	Yes	50	54	50	54		No	28	24	22	19	21	21	27	27
3. Do you think the teachers at your school are friendly?	Yes	59	62	69	71	+	No	17	13	9	7	23	24	22	22
4. Are you afraid to tell the teachers at school when you don't understand something?	No	68	69	75	73		Yes	24	22	16	17	8	9	9	9
5. Do you feel good when you're at school?	Yes	52	54	56	57	+	No	21	18	17	14	26	27	27	28
6. When you have a problem on the playground at recess, do you feel you can find someone to help you?	Yes	59	64	66	65		No	27	23	20	18	13	13	14	16
7. Do you feel the reason you come to school is to learn?	Yes	91	92	93	95	+	No	5	3	3	2	4	4	4	3
8. If you had a problem outside of school, do you feel you could go to the adults at school for help?	Yes	42	46	44	47	+	No	39	33	32	28	20	21	24	25
9. Do you care how well you do your school work?	Yes	86	87	91	93	+	No	8	8	3	2	5	5	6	4
10. Do you feel you learn something each day?	Yes	74	79	78	80	+	No	14	10	10	8	11	11	12	12
11. Does the teacher try to tell you when she/he is pleased with your work?	Yes	71	73	70	74	+	No	14	10	10	8	14	16	19	18
12. In your class, does the teacher allow you to make many decisions together?	Yes	53	55	53	55		No	26	22	22	19	20	22	25	25
13. Do you feel your teacher listens to what you have to say?	Yes	65	69	69	72	+	No	18	14	12	11	16	16	18	17
14. Do you feel your teacher tries to make school interesting to you?	Yes	71	71	72	74	+	No	15	12	11	8	14	16	17	17
15. Do you feel your teacher tries very hard to help you understand your school work?	Yes	78	82	83	86	+	No	12	7	6	5	10	9	10	8
16. Do you feel your teacher treats you fairly?	Yes	66	70	68	70		No	18	14	14	12	16	16	17	17
17. Do you feel your teacher is understanding when things go wrong?	Yes	62	65	58	59		No	18	15	15	13	18	15	26	27
18. Do you feel you can talk to your principal if you want to?	Yes	37	41	40	42	+	No	43	36	33	30	18	21	26	27
19. Do you feel the principal is interested in you?	Yes	38	46	38	43		No	33	25	26	21	27	27	35	35
20. Do you enjoy using the school library?	Yes	—	—	80	77		No	—	—	10	11	—	—	9	11

SECONDARY

STUDENT SENTIMENT INDEX

ITEM	% DESIRED RESPONSES A= Agree D=Disagree	75	76	77	78	POSITIVE RESULTS	% UNDESIRABLE RESPONSES 75	76	77	78	% NOT SURE RESPONSES 75	76	77	78
1. Most of my teachers try to explain to me why I deserve the grades I earn on assignments and tests.	A	51	48	48	50		32	33	36	36	15	17	14	14
2. I look forward to coming to school.	A	37	39	42	43	+	35	33	31	33	26	26	24	24
3. Most of my teachers try to make their subjects interesting.	A	54	54	53	53		29	27	24	26	15	16	20	21
4. My teachers are interested in what I have to say.	A	38	37	35	38		28	27	24	25	32	34	39	36
5. Most of my teachers give assignments that are meaningful.	A	42	42	48	50	+	32	32	26	25	23	24	23	24
6. Most of my teachers seem personally concerned about me.	A	27	26	24	26		39	39	39	38	31	32	34	35
7. Cutting school whenever I can doesn't really bother me.	D	54	54	47	47		22	24	30	34	18	18	20	18
8. I am very interested in what goes on in this school.	A	42	42	47	48	+	30	29	28	29	25	26	22	23
9. There are important subjects not taught in school now which I would be interested in taking if they were offered.	D	23	19	20	22	+	54	58	59	58	20	19	18	19
10. Students have a voice in determining how this school is run.	A	36	35	37	40	+	35	34	34	33	26	29	26	26
11. Counselors are interested in me as an individual.	A	34	33	36	39	+	21	23	26	25	42	40	35	35
12. Most of my teachers encourage me to think for myself.	A	65	62	58	58		17	17	21	24	15	18	17	18
13. I think most of my teachers are fair to me.	A	70	70	66	67		16	14	16	17	11	13	14	15
14. I generally try to get involved in school activities.	A	56	52	53	54		30	31	32	33	11	13	12	12
15. I enjoy talking to many of my teachers out of class.	A	47	48	44	48		26	24	29	29	24	26	23	22
16. Most of my teachers usually come prepared to teach my class.	A	65	68	76	76		17	13	9	11	15	15	11	12
17. I feel the principal, assistant principal, and/or deans in my school are interested in students.	A	34	33	41	51	+	28	27	25	21	35	37	30	27
18. Many of my teachers could be trusted if I discussed a personal problem with them.	A	44	38	40	42		24	25	22	24	29	33	34	33
19. Most of my teachers are still fair with me as a person even when I've done poorly on my school work.	A	68	65	56	57		16	17	19	21	12	12	20	20
20. I often see a principal, assistant principal, and/or dean on campus or at school activities.	A	55	48	61	69	+	23	24	23	18	19	21	11	10

SECONDARY STUDENT SENTIMENT INDEX
(cont.)

ITEM		% DESIRED RESPONSES A= Agree D=Disagree				POSITIVE RESULTS	% UNDESIRABLE RESPONSES				% NOT SURE RESPONSES			
		75	76	77	78		75	76	77	78	75	76	77	78
21. Most of my teachers like working with young people.	A	48	44	44	45		16	14	11	12	32	35	39	40
22. Most of my teachers care about students regardless of the student's ability.	A	35	35	42	45	+	30	29	20	21	31	31	31	31
23. Some of the teachers at my school cannot control their classes.	D	25	25	26	28	+	58	55	51	51	12	15	16	18
24. I feel comfortable talking to the principal, assistant principal, and/or dean at our school.	A	32	33	26	32		49	44	42	38	15	14	25	27
25. I enjoy using the school library.	A	—	—	51	52		--	--	24	27	—	—	18	18

APPENDIX B

STAFF SATISFACTION SURVEY

STAFF SURVEY

The Fairfield-Suisun Unified School District would like to know your answers to the questions below. We have been asked to help them accomplish this. This questionnaire is numbered so that we can check it off our list when it is returned. The numbering system is for our use only to enable us to get a response from everyone--the number of responses has an effect on the validity of a survey. (We will notify the District which numbers we have not received and they will remind those of you who delay or forget.) Because the District will not see the questionnaires, your answers will be confidential. Please mail your questionnaire to us as soon as you can so that tabulation of results can begin immediately.

APPLIED TECHNOLOGY CENTER for Education
Ann Feather, Survey Director
501 North Brookhurst Street, Suite 316
Anaheim, California 92801
Telephone: (714) 533-6200

1. Do you feel good about the people you work with?
   ☐ Yes ☐ No ☐ Undecided ☐ Insufficient Information

2. Do you feel reasonably satisfied with the equipment and materials you are given to work with?
   ☐ Yes ☐ No ☐ Undecided ☐ Insufficient Information

3. Do you feel reasonably satisfied with your surroundings and the facilities provided?
   ☐ Yes ☐ No ☐ Undecided ☐ Insufficient Information

4. Are you reasonably satisfied with your supervisor? (Do not include department chairperson)
   ☐ Yes ☐ No ☐ Undecided ☐ Insufficient Information

5. Considering the overall problem of financing education, do you feel the District is compensating its employees as well as can reasonably be expected?
   ☐ Yes ☐ No ☐ Undecided ☐ Insufficient Information

6. In general, do you feel your job gives you adequate opportunity to use your abilities?
   ☐ Yes ☐ No ☐ Undecided ☐ Insufficient Information

7. In general, do you agree with Board Policy 7111 (District Philosophy and Goals)?
   ☐ Yes ☐ No ☐ Undecided ☐ Insufficient Information

8. In general, do you feel that the Fairfield-Suisun Unified School District is a good place to work?
   ☐ Yes ☐ No ☐ Undecided ☐ Insufficient Information

COMMENTS:

_____

_____

_____

_____

_____

Please check your employee category: ☐ Certificated ☐ Classified

School or District Office Division: _____

APPENDIX C

COMMUNITY ATTITUDE SURVEY

COMMUNITY ATTITUDE SURVEY

This is the fourth year the Community Attitude Survey has been conducted on a random-sample basis. It is conducted in late February and early March each year. The first survey occurred in 1975.

Questionnaires are mailed to homes and followed up by a telephone survey for those who did not respond to the mailing. A second mailing is sent to the few homes without telephones.

1,842 responses were obtained from 1,997 households during the 1978 survey (92%). No individual school area had a response of less than 90% of the sample.

The attached are the results over the past three years. The reader can determine the improvement by noting the increases in the "Yes" column and the decreases in the "No" column.

A brief analysis of the District results shows that there has been an overall 2.9 gain for the first 21 items over the three years. For the past two years, the overall gain for the 29 items is –1%. The following are some additional observations:

- *There has been a yearly increase since 1975 in the percent of parents responding "yes" to:*
  - *a. adequate instruction in basic reading, math, and language skills.*
  - *b. instructional program and materials meeting student's needs.*
  - *c. adequately informed about learning progress.*
- *There have been no areas of continuous progressive decline since 1975. There have been several "no growth" areas, (in other words, the percentages have remained about the same since 1975). These include:*
  - *a. effective training programs for students not attending college and adequate career information.*
  - *b. school board members and district office employees doing a good job. It should be noted that the significant percentage of responses under insufficient information (33%) signal the feeling of many parents of not knowing enough to answer these items.*
  - *c. participation in the fine arts. This has remained consistently high.*
  - *d. child given adequate individual attention at school.*
- *Areas showing increase over last year in a positive direction include:*
  - *a. adequate instruction in basic skills (4%).*
  - *b. effective college preparatory program (5%).*
  - *c. adequately informed about learning progress (3%).*
- *The most serious decline since last year involves satisfaction with the lunch program (9%).*
- *The mean of the percentage of "yes" responses for all items in 1978 is 60.7%.*

ITEM	YES			NO			UNDECIDED			INSUFFICIENT INFORMATION		
	76	77	78	76	77	78	76	77	78	76	77	78
1A. adequate instruction basic skills--reading?	72	74	78	16	15	12	5	5	6	3	3	2
1B. adequate instruction basic skills--math?	70	74	77	16	16	12	7	5	6	3	2	2
1C. adequate instruction basic skills--English language development?	64	68	71	18	16	13	9	9	9	5	4	5
2. participate variety educational experience?	76	80	78	13	11	12	5	4	6	3	2	2
3. participate in fine arts--music, art, drama?	74	73	72	11	13	11	6	6	8	6	5	7
4. instructional program and materials meet student's needs?	64	65	68	16	18	15	12	10	10	4	4	4
5. adequately informed about learning progress?	68	70	73	22	21	19	6	6	5	1	1	1
6. student discipline is properly handled?	50	53	52	28	27	25	10	8	12	9	9	10
7. your child likes school?	80	82	79	13	10	13	4	5	6	0	0	0
8. child's teacher sincerely interested in child's welfare?	66	68	66	13	13	12	12	13	15	4	3	4
9. teacher(s) is responsive to your concerns?	68	68	68	12	11	11	11	13	14	6	5	5
10. principal responsive to your concerns?	58	59	56	11	10	8	13	14	15	14	14	19
11. provides a satisfactory lunch program?	64	68	59	16	12	19	8	7	7	8	10	12
12. school spending its money reasonably?	44	47	44	9	8	12	13	15	16	30	27	26
13. school facilities well maintained?	77	81	79	7	6	5	6	4	7	7	6	7
14. school has proper amounts and kinds of facilities for child's education?	63	69	69	15	12	14	9	9	8	9	7	7
15. adequate special services, counselors, nurses, psychologists, etc.?	54	58	57	20	19	18	7	8	9	16	12	15
16. are you made to feel welcome at school?	85	87	86	3	4	4	5	5	4	4	2	3
17. effective college preparatory program?	32	32	37	14	13	10	10	10	12	32	22	31
18. effective training program for students not attending college?	29	29	30	17	14	14	9	10	11	33	24	35
19. is receiving adequate career information?	35	35	35	17	18	16	9	13	12	30	24	29
20. District Office employees doing a good job?	41	40	40	7	6	7	13	18	15	35	32	35
21. School Governing Board members doing a good job?	37	38	37	10	8	10	17	22	18	32	29	33
22. school offers adequate health services for children?	68	70	67	8	7	8	8	7	8	13	13	15
23. adequate opportunity to learn about children - other cultural backgrounds?	64	70	66	10	10	11	9	8	9	13	9	12
24. need for a parent education program?	54	57	57	17	17	20	16	16	14	9	7	7
25. as involved with the school or consulted as much as you would like?	53	60	56	33	29	31	8	7	7	2	1	2
26. good communication between the school and parents?	59	64	63	22	22	21	14	9	11	2	2	3

	YES			NO			UNDECIDED			INSUFFICIENT INFORMATION		
	76	77	78	76	77	78	76	77	78	76	77	78
27. child is given enough individual attention at school?	55	57	57	25	24	24	12	13	12	5	4	4
28. good idea for other persons to assist the teacher in the classroom?												
a. aides	78	84	81	9	7	9	5	4	5	2	1	1
b. parents	60	64	66	19	19	18	6	6	8	2	1	0
c. older children tutoring younger ones	62	68	67	17	15	17	7	6	8	2	2	1
29. generally satisfied with the overall performance of your child's school?	73	73	76	15	15	13	8	8	8	1	1	1

APPENDIX D

ELEMENTARY ESSENTIAL OBJECTIVES

kindergarten — 6th

REVISED

ELEMENTARY ESSENTIAL OBJECTIVES

FAIRFIELD-SUISUN UNIFIED SCHOOL DISTRICT
1025 Delaware Street
Fairfield, California 94533
E. T. Giugni, Superintendent

GOVERNING BOARD ADOPTED
August 1977

ELEMENTARY
ESSENTIAL OBJECTIVES

The Essential Objectives were developed by the teachers of the K-6 grade levels in the 1975-76 school year, and adopted in July, 1976. The Governing Board asked that a community committee review the objectives and suggest changes and improvements. This was done during the 1976-77 school year.

In June, 1977 during a two-day workshop, teachers from the grade levels revised the objectives for the 1977-78 and 1978-79 school year. (Further changes will not be made until June, 1979.)

It is generally felt that the Essential Objectives, as revised, are realistic goals.

New "Performance Indicators" booklets will be developed during the Fall of 1977.

DIRECTIONS

The Essential Objectives are a guide for students, parents, and teachers that establish a minimal standard of expectation for pupil achievement.

Most students will achieve learning at a much higher level.

Each teacher in each school MUST KEEP RECORDS on each student in relation to the student's achievement of these objectives.

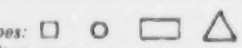
The Essential Objectives should also be used in parent conferencing and with report card work.

Physical Education and Music Objectives have been removed from this printing of the objectives. They will be published in separate booklets so that music and physical education specialists can work with them more easily.

ESSENTIAL KINDERGARTEN OBJECTIVES

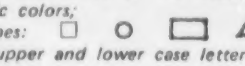
A. MOTOR SKILLS -- GROSS AND FINE

THE STUDENT WILL:

1. walk a balance beam, side step, crawl, creep, run, roll, hop, gallop;
2. catch, toss objects, and kick a rolling ball;
3. jump and land on feet without losing balance;
4. name, point to, and control body parts;
5. make body movements -- over, under, around, through various objects;
6. reproduce rhythmic patterns;
7. move eyes and hands from left to right with teacher directions;
8. demonstrate small muscle control by using: pencil, crayon, scissors correctly; and buttons, zippers, and buckles;
9. draw a line between two points; connect a series of dots to match a pattern;
10. draw the basic shapes: 
11. write his/her own first name;
12. write the upper and lower case letters from a model;
13. write numerals 0 - 10.

B. VISUAL SKILLS (PERCEPTION, MEMORY, AND ASSOCIATION)

THE STUDENT WILL:

1. recognize and discuss similarities and differences;
2. recognize like pictures, letters, and words appearing in the same row;
3. name objects that belong in a given category, such as food, clothing, animals, etc.;
4. compare the size of two objects using words such as larger, smaller, shorter;
5. compare sets in terms of more, less and the same;
6. identify up-down, top-bottom, behind-in front of, near-far, before-after, and over-under;
7. tell a story about a picture or experience;
8. name missing or added items from a set of 3 or 4 observed for a limited amount of time (3-5 seconds);
9. observe a set of 4 objects and reproduce original arrangement after the objects have been rearranged;
10. select objects from a set named by the teacher;
11. name the eight basic colors;
12. name the basic shapes: 
13. identify all of the upper and lower case letters;
14. name numerals 0 - 10;
15. count physical objects at least 1 through 10;
16. make a set 0 - 10 with its corresponding number;
17. identify ordinals (first-fifth);
18. join and separate sets.

C. AUDITORY SKILLS (PERCEPTION, MEMORY, AND ASSOCIATION)

THE STUDENT WILL:

1. follow three-step directions;
2. underline, trace, or circle according to directions;
3. reproduce a sequential pattern (e.g., circle, square, clap three times, turn around and sit down);
4. identify a character in a story when asked a direction question about the character;
5. recall details from a story;
6. name the speaker or person the story is about after listening to a story;
7. predict or describe the emotion of a character in a story or picture;
8. count by rote to 31;
9. listen to songs, poems, and simple stories and repeat the repetitive line or phrase;
10. identify familiar sounds;
11. identify a rhyming word from a list;
12. identify words having the same beginning sound;

AUDITORY SKILLS (continued)

13. identify words having a different initial sound after listening to a group of words;
14. match all consonant sounds with their letters;
15. given 12 consonant letters, make their sounds;
16. recite days of week;
17. be able to sing a song as a member of a group.

D. SOCIAL SKILLS AND WORK HABITS

THE STUDENT WILL:

1. be able to give examples of emotions: happy, sad, angry, afraid;
2. demonstrate an understanding of the rights, responsibilities, and property of others;
3. show an understanding of jobs of home members and school personnel;
4. attend to and complete a familiar task without supervision for a period of 10 to 15 minutes;
5. know simple nutritional concepts, with introduction to four basic food groups.

ESSENTIAL FIRST GRADE OBJECTIVES

A. READING AND LANGUAGE DEVELOPMENT

THE STUDENT WILL:

1. *read short vowel words in CVC pattern;*
2. *write from dictation short vowel words in CVC pattern;*
3. *use words from his/her basic reading program in complete sentences to demonstrate his/her word understanding;*
4. *read orally phrases from his/her basic reading program;*
5. *demonstrate -- up-down, top-bottom, in-out, near-far, before-after, around-through, left-right, on-off, over-under, behind-in front of;*
6. *read basic color words;*
7. *add -s- to base nouns to form plurals;*
8. *supply rhyming words;*
9. *supply a missing letter in words where letters are left out;*
10. *write from dictation two and three-letter words ending in long vowel sounds (e.g., go, so, no, we, he, me, be, see, my, by);*
11. *write first and last names in manuscript and without a model;*
12. *print legibly with proper form and spacing;*
13. *be able to alphabetize words to the first letter of each word;*
14. *read short vowel words with blends;*
15. *write from dictation short vowel words with blends.*

B. COMPREHENSION

THE STUDENT WILL:

1. *listen to and follow four-part oral directions;*
2. *listen to a story and orally give synonyms and antonyms for words used in the story;*
3. *listen to a story and record three events in sequence;*
4. *listen to a story and draw a picture of an incident in the story;*
5. *listen to a story and identify the main ideas;*
6. *listen to a story and identify the main character, noting their moods and/or characteristics;*
7. *draw conclusions about what will happen in a story;*
8. *group words into categories;*
9. *distinguish fact from fantasy in both story and real life situations.*

C. LIBRARY AND STUDY SKILLS

THE STUDENT WILL:

1. *define the following terms -- title, author, and cover;*
2. *know where specific books are kept;*
3. *check books in and out correctly;*
4. *demonstrate proper care of books.*

D. MATHEMATICS

THE STUDENT WILL:

1. *count and write 0 - 100;*
2. *identify ordinals, first through tenth;*
3. *add and subtract basic facts to ten;*
4. *add columns of numbers to ten;*
5. *identify names of basic shapes (square, triangle, rectangle, circle);*
6. *identify one-half, one-third, and one-fourth of a whole object;*
7. *name and identify the value of pennies, nickels, and dimes;*
8. *tell time by hours.*

E. SOCIAL STUDIES

THE STUDENT WILL:

1. *demonstrate an awareness of the likenesses and differences between people and their environment throughout the world.*

F. SCIENCE

THE STUDENT WILL:

1. *demonstrate an awareness of plant and animal life and their dependence on the ecosystem for common survival.*

G. HEALTH: PERSONAL AND SOCIAL DEVELOPMENT

THE STUDENT WILL:

1. *demonstrate habits that protect his/her vision, hearing, teeth, and nutrition.*
2. *show understanding of jobs and responsibilities of community helpers, avoiding tendencies toward stereotypes of sex, age, or race;*
3. *demonstrate an awareness of the importance of himself/herself as an individual and as a worthy member of groups;*
4. *participate in his/her class, develop rules regarding the rights, responsibilities, and property of himself/herself and others;*
5. *attend to and complete assigned task(s) without supervision for a period of 15 to 20 minutes;*
6. *use a prescribed method of organizing his/her written and oral responses.*

H. ART

THE STUDENT WILL:

1. *show relationship of sizes in visual work;*
2. *draw from models;*
3. *be able to use various and contrasting techniques in applying media.*

ESSENTIAL SECOND GRADE OBJECTIVES

A. PHONETIC ANALYSIS

THE STUDENT WILL:

1. *recognize words with the hard and soft sounds of "c" and "g";*
2. *write one syllable words with two- and three-consonant blends;*
3. *write two syllable words ending with "y";*
4. *write from dictation one syllable words containing regular vowel digraphs such as "oa," "ai," "ea," "ie";*
5. *identify from a list of words those which rhyme, including words like "come" and "hum," "door" and "floor";*
6. *given a rhyming couplet with an incomplete last line and a group of words, select a word which best completes the rhyme;*
7. *identify the position of a given consonant within a word;*
8. *spell words with two letter initial and final blends -- blends must include:*
   - a. *initial blends - br, cr, dr, fr, gr, pr, tr, bl, cl, fl, gl, pl, sl, tw, sc, sm, sp, st, sn, sw, sk;*
   - b. *final blends - ft, sk, st, sp, ld, rd, rk, nk, nd, nt, rt;*
9. *be able to spell words containing consonant digraphs ch, sh, th, wh, ck, ng, and qu;*
10. *read in context words having the vowel combinations "aw," "ea," "oo," and "ow";*
11. *read words containing a single vowel affected by the letter "r," "ar," "er," "ir," "or," and "ur".*

B. STRUCTURAL ANALYSIS

THE STUDENT WILL:

1. *match a contraction to the two words from which it comes;*
2. *match common abbreviations with words for which they stand;*
3. *add s or es to show plurals;*
4. *name the number of syllables in one-, two-, and three-syllable words;*
5. *identify root or base words;*
6. *divide words with double consonants into syllables;*
7. *combine two words to form compound words.*

C. GRAMMAR

THE STUDENT WILL:

1. *punctuate written sentences using periods, question marks, exclamation points, and capitalization;*
2. *use a and an in written work;*
3. *write simple sentences showing past and present tense;*
4. *given a choice of regular verbs, use the correct endings -- s, ed, ing - in written work.*

D. COMPREHENSION

THE STUDENT WILL:

1. *match homonyms;*
2. *match words or phrases to their meaning;*
3. *match synonyms;*
4. *match paragraphs with appropriate titles;*
5. *supply their own endings for stories heard or read;*
6. *match antonyms;*
7. *follow written directions in proper sequence;*
8. *arrange in proper sequence four sentences from a given selection.*

E. WRITING

THE STUDENT WILL:

1. *copy a simple letter;*
2. *write his/her complete name and address;*
3. *proofread his/her own written work on designated assignments.*

F. LIBRARY AND STUDY SKILLS

THE STUDENT WILL:

1. alphabetize a list of words to the second letter;
2. use a simple index to locate information;
3. recite in order months of the year;
4. write the date in proper form;
5. define the following library terms – spine, illustrator, and table of contents;
6. demonstrate the use of the table of contents;
7. read months of the year;
8. read days of the week.

G. MATHEMATICS

THE STUDENT WILL:

1. write numbers to 500;
2. demonstrate the meaning of +, -, =, <, > ;
3. compute addition and subtraction combinations to 20;
4. add and subtract missing addends;
5. differentiate between odd and even numbers;
6. identify the place value to the hundred place in any numeral between 1 and 999;
7. be able to tell time by the half-hour;
8. identify and label one-half, one-fourth, three-fourths, one-third, and two-thirds of a region;
9. write the numeral before and after a given numeral;
10. add and subtract to the second and third place;
11. add to the second place with regrouping;
12. count by two's, five's, and ten's to 100;
13. write equations from story problems;
14. name and identify value of quarters and half-dollars;
15. use the following terms of measurement: inch, foot, meter, and centimeter;
16. subtract to the second place with regrouping.

H. SOCIAL STUDIES

THE STUDENT WILL:

1. show an understanding of the interdependence of man with his community;
2. trace a route on a simple map from one designated place to another.

I. SCIENCE

THE STUDENT WILL:

1. give examples of the interdependence man has with his environment;
2. show an awareness of the fact that man perceives his environment through his five senses.

J. HEALTH: PERSONAL AND SOCIAL DEVELOPMENT

THE STUDENT WILL:

1. identify the proper seasonal dress, personal hygiene, dental care, good nutrition, and regard for the health and safety of others;
2. identify cautionary terms found on signs and labels (e.g., poison, danger), and demonstrate bicycle safety, emergency procedures (e.g., firedrill, use of the phone);
3. categorize foods according to the four basic food groups;
4. identify a balanced meal.

K. ART

THE STUDENT WILL:

1. be exposed to a variety of art media, and be able to discriminate and use creatively different textures, colors, and shapes.

ESSENTIAL THIRD GRADE OBJECTIVES

A. PHONETIC ANALYSIS

THE STUDENT WILL:

1. *indicate with diacritical markings the long and short vowel sounds in dictated words;*
2. *identify words having variant sounds of y;*
3. *read words containing long vowel variants (e.g., a-e, ay, ai, ey, ee, e, ea, ey, i-e, -y, igh, -ie, o-e, oa, ow, -o, -oe, u-e, ew);*
4. *read words containing diphthongs (e.g., ou, ow, oi, oy, au, aw, ew, ey);*
5. *pronounce words containing the soft sound of c and g, in initial, medial, and final positions;*
6. *identify silent consonants in words (e.g., k, b, w, t, d, gh);*
7. *read words containing the irregular spellings of "f."*

B. STRUCTURAL ANALYSIS

THE STUDENT WILL:

1. *write correctly contractions;*
2. *identify basic prefixes;*
3. *identify root words;*
4. *separate multisyllabic words by using the basic rules of syllabication;*
5. *add endings to words including doubling consonants and dropping silent "e;"*
6. *make words plural by adding appropriate endings;*
7. *add apostrophe "s" to show possessives;*
8. *identify basic suffixes.*

C. GRAMMAR

THE STUDENT WILL:

1. *correct a paragraph using proper punctuation and capitalization;*
2. *indicate simple subject and predicate in simple sentences;*
3. *supply the form of a verb that shows agreement with the subject;*
4. *write original telling and asking sentences correctly;*
5. *identify nouns and verbs*

D. COMPREHENSION

THE STUDENT WILL:

1. *identify complete thoughts from a given list of phrases and sentences;*
2. *identify the correct meaning of underlined words which have multiple meanings;*
3. *after reading a paragraph, choose a title statement which gives the main idea;*
4. *skim a paragraph and state two or more details to support a statement;*
5. *identify exaggerated statements;*
6. *use homonyms in context;*
7. *arrange a list of sentences sequentially,*
8. *predict outcomes and supply endings for a given story;*
9. *distinguish between relevant and irrelevant information to support a specific topic;*
10. *categorize words and phrases telling who, what, when, and where;*
11. *distinguish between antonyms and synonyms.*

E. READING, WRITING, SPELLING

THE STUDENT WILL:

1. *read aloud words selected from his/her basic reading program;*
2. *read and spell selected words from a basic list (e.g., Dolch, Basal Reader);*
3. *using correct punctuation, write a friendly letter giving correct heading, salutation, body, and closing;*
4. *write letters and words in cursive script using correct slant, spacing, and size.*

F. LIBRARY AND STUDY SKILLS

THE STUDENT WILL:

1. *alphabetize a list of words to the third and fourth letter;*
2. *use the table of contents and index;*
3. *identify the publisher of a book;*
4. *use word-finding techniques that enable him/her to use the dictionary efficiently (e.g., guide words, divisions);*
5. *use card catalog to locate a specific topic using the subject card.*

G. MATHEMATICS

THE STUDENT WILL:

1. *complete a basic + – test (0–20) of 100 problems in ten minutes;*
2. *add to the third place using regrouping;*
3. *subtract to the third place including zero using regrouping;*
4. *use word problems to demonstrate ability for (+, –);*
5. *write selected numbers up to one million;*
6. *read and match cardinal and ordinal numbers from 1 - 50 (e.g., one-first, two-second, three-third, etc.);*
7. *supply missing numerals in sequences from 0 - 999;*
8. *describe place value to the sixth place;*
9. *identify and label fractional parts of a whole up to eighths;*
10. *tell time by quarter hours;*
11. *state the divisions of time by the calendar (e.g., days of the week, months in year, days in month);*
12. *make different combinational values using a penny, nickel, dime, quarter, half-dollar, and dollar (e.g., half-dollar equals two quarters; five dimes; etc.);*
13. *add and subtract money problems using decimal points and dollar signs;*
14. *construct and identify a line, circle, angle, right angle, and parallel lines.*

H. SOCIAL STUDIES

THE STUDENT WILL:

1. *develop an understanding of the similarities and differences of various cultures;*
2. *identify important events and holidays celebrated in the United States.*

I. SCIENCE

THE STUDENT WILL:

1. *develop through various methods the process of scientific discovery through observation, investigation, experimentation, and application.*

J. HEALTH: PERSONAL AND SOCIAL DEVELOPMENT

THE STUDENT WILL:

1. *identify major body organs and their functions;*
2. *practice ways of making and keeping friends, and discuss positive attributes of himself/herself;*
3. *remain at task for 15 to 25 minutes when distractions are present;*
4. *develop career awareness.*

K. ART

THE STUDENT WILL:

1. *have experiences in the thoughtful observation of the environment using simple perspective, composition, shape, line, and color;*
2. *have expereince in personal expression, original concepts, and incorporate expressive qualities and mood in their own art work;*
3. *create three-dimensional shapes using modeling and construction techniques (e.g., clay, toothpicks, wood scraps, etc.).*

ESSENTIAL FOURTH GRADE OBJECTIVES

A. LANGUAGE DEVELOPMENT

THE STUDENT WILL:

1. *recognize and write a complete sentence;*
2. *identify subject, predicate, and adjective;*
3. *identify time (tense) in sentences, and be able to interchange present, past, and future tense;*
4. *use proper verb and noun agreement in oral and written work;*
5. *write his/her own paragraph using correct punctuation, spelling, and capitalization, and proofread his/her paper;*
6. *use the possessive 's and s';*
7. *use correct endings in oral and written work;*
8. *read and spell contractions and state the base words from which they were built;*
9. *divide words identifying and defining the root, suffix, and prefix, and use them in sentences;*
10. *divide multisyllable words;*
11. *decode 75% of the words in a level 11 basal reader (4^1).*

B. READING COMPREHENSION AND WRITING

THE STUDENT WILL:

1. *select statements that support a given conclusion;*
2. *state more than one definition for words having multiple meanings and use the words correctly in sentences;*
3. *read a selection to include poems, fables, myths, and legends, and restate the main idea;*
4. *match from a list of titles the related paragraphs, chapters, story, or articles;*
5. *summarize a given reading selection or audio-visual presentation;*
6. *interpret emotions, motives, and probable behavior of various characters from a selection;*
7. *read three or four-part directions and follow them in proper sequence;*
8. *write a logical outcome, or conclusion, to a selection missing its ending;*
9. *arrange events from a story in the order in which they occurred;*
10. *distinguish between fiction and nonfiction;*
11. *read orally with expression, demonstrating comprehension;*
12. *skim to locate specific information;*
13. *use cursive script using correct size, shape, spacing, and slant in written work.*

C. SPELLING

THE STUDENT WILL:

1. *spell correctly months, days, holidays, and school subjects;*
2. *use correct spelling in written work.*

D. LIBRARY AND STUDY SKILLS

THE STUDENT WILL:

1. *identify the parts of a book;*
2. *use the table of contents in newspapers, magazines, and other works to locate specific information;*
3. *use the encyclopedia to answer specific questions and write on a given topic;*
4. *locate words in a dictionary using guide words;*
5. *use card catalog correctly, including call numbers, title, author, and subject cards;*
6. *arrange author, title, and subject card in alphabetical order;*
7. *given a list of Dewey Decimal numbers, arrange them in correct order;*
8. *demonstrate the ability to operate, where available, a cassette recorder, record player, filmstrip viewer, slide viewer.*

FOURTH GRADE OBJECTIVES

E. MATHEMATICS

THE STUDENT WILL:

1. *solve a teacher-made test of 100 basic facts (+, −, x, ÷) in five minutes;*
2. *solve a given set of four digit number problems requiring regrouping in addition and subtraction;*
3. *write the products for multiplication problems up to two digit multipliers and three digit multiplicands;*
4. *determine sums of a given set of problems in column addition;*
5. *solve simple division problems with and without remainder involving one digit divisor and three digit dividend;*
6. *name and identify the numerator and denominator in a given fraction;*
7. *solve problems requiring addition and subtraction with like denominators;*
8. *tell time to the minute;*
9. *use word problems to demonstrate ability to add, subtract, multiply, and divide;*
10. *use standard and metric measures.*

F. SOCIAL STUDIES

THE STUDENT WILL:

1. *locate on a map of California -- north, south, east, west, northwest, southwest, northeast, and southeast;*
2. *identify and describe important events in the development of California;*
3. *identify and use various types of maps and interpret their legends correctly;*
4. *identify and describe two ethnic groups involved in the development of California.*

G. SCIENCE

THE STUDENT WILL:

1. *continue to use the processes of scientific discovery to further their understanding of the environment.*

H. HEALTH

THE STUDENT WILL:

1. *identify potential hazards for his/her own and others safety;*
2. *summarize the environmental factors affecting health;*
3. *list the four basic food groups and number of daily servings needed for good nutrition;*
4. *summarize the benefits of physical activity, rest, and sleep to one's body;*
5. *identify factors that contribute to tooth decay and summarize ways in which tooth decay can be prevented.*

I. ART

THE STUDENT WILL:

1. *use size relationship, shape, line, and color in a variety of media;*
2. *attempt to increase his/her sense of satisfaction using his/her expressive quality.*

ESSENTIAL FIFTH GRADE OBJECTIVES

A. LANGUAGE DEVELOPMENT

THE STUDENT WILL:

1. *recognize and write a complete sentence;*
2. *proofread written assignments for spelling, punctuation, capitalization, correct sentence structure and paragraph form;*
3. *use correct tense form of verbs;*
4. *identify and use nouns, verbs, pronouns, adjectives, and adverbs;*
5. *combine two short sentences into a larger sentence using proper connectors, comma, or conjunction;*
6. *identify prefixes and suffixes and use them correctly;*
7. *use context clues to define an unfamiliar word;*
8. *use proper plural and possessive forms;*
9. *decode 75% of the words in level 13 basal reader (5^1);*
10. *write his/her own paragraph using correct punctuation, spelling, capitalization, and proofread his/her own paper.*

B. READING COMPREHENSION AND WRITING

THE STUDENT WILL :

1. *listen or read multipart directions and follow them in proper sequence;*
2. *define and use words with multiple meanings;*
3. *skim a selection to locate general and specific information;*
4. *distinguish between fact, opinion, and fiction;*
5. *read a selection and list main idea and supporting facts;*
6. *predict outcomes and supply endings for given selections;*
7. *demonstrate his/her ability to interpret written material at 5th grade level and summarize;*
8. *sequence events from oral, visual, or written material in the order that they happen;*
9. *write a composition to include at least two indented paragraphs with main and supporting ideas;*
10. *address an envelope and write a letter using the five basic parts: heading, salutation (greeting), body, closing, and signature.*

C. SPELLING

THE STUDENT WILL:

1. *spell correctly: days, months, address, school holidays, subjects, common titles, abbreviations, and homonyms;*
2. *use correct spelling in written work.*

D. LIBRARY AND STUDY SKILLS

THE STUDENT WILL:

1. *identify and use parts of a book: title, author, publisher, table of contents, index, glossary, chapters, and topic headings;*
2. *find information on a specific topic from available reference materials (e.g., encyclopedia, atlas, dictionary, almanac, periodicals, card catalog);*
3. *given a list of Dewey Decimal numbers, arrange them in correct order;*
4. *arrange author, title, and subject card in alphabetical order;*
5. *demonstrate the ability to operate where available, a cassette recorder, record player, filmstrip viewer, slide viewer.*

E. MATHEMATICS

THE STUDENT WILL:

1. *demonstrate effective understanding of place value concept with seven digit whole numbers;*
2. *solve a given set of multiplication problems with two and three digit factors;*
3. *determine the quotient and remainder of a given division problem with a four digit dividend and two digit divisor;*
4. *solve two part word problems;*
5. *solve equations and number sentences with $<$, $>$, $=$, $\neq$, $+$, $-$, $\div$, and $\times$;*
6. *reduce and make equivalent fractions;*

E. MATHEMATICS (continued)

7. solve problems requiring addition and subtraction of like and unlike denominators;
8. solve money problems requiring +, −, x, ÷;
9. record and interpret graphs, charts, and tables;
10. tell time by clock and calendar;
11. use standard and metric measures;
12. solve a teacher made test of 100 mixed basic facts (+, −, x, ÷) in seven minutes;
13. solve a given set of five digit number problems requiring regrouping in subtraction and addition;
14. determine sums of a given set of problems in column addition with 3 to 4 digit addends.

F. SOCIAL STUDIES

THE STUDENT WILL:

1. list four ethnic groups that immigrated to America and evaluate the effects of each on our society;
2. list reasons for the colonization and settlement of the United States;
3. list the major events that helped formulate American government;
4. distinguish between county, state, country, and continent;
5. locate and identify the continents and oceans of the world;
6. locate on a map of the United States -- north, south, east, west, northwest, northeast, southwest, and southeast.

G. SCIENCE

THE STUDENT WILL:

1. observe three or more attributes of objects, processes, pictures, etc. and record observed data;
2. classify objects, pictures, events, according to specific and/or general criteria (e.g., sorting, grouping, ordering);
3. record and interpret data: tallies, charts, tables, labeled drawings, maps.

H. HEALTH

THE STUDENT WILL:

1. cite damaging effects of tobacco, alcohol, and other drugs;
2. discuss changes that occur in boys and girls as they grow and develop;
3. explain the contributions of different nutrients to normal body functioning and what may result from poor dietary practices;
4. summarize the benefits of physical activity, rest, and sleep, both mentally and physically;
5. identify ways in which health and good hygiene influence appearance and social relationships;
6. continue to develop career awareness.

I. ART

THE STUDENT WILL:

1. identify and use simple perspective composition, shape, texture, and color in a variety of media;
2. increase his/her sense of satisfaction using his/her expressive ability in the arts.

ESSENTIAL SIXTH GRADE OBJECTIVES

A. LANGUAGE DEVELOPMENT

THE STUDENT WILL:

1. *identify and use in sentences the correct form of all parts of speech;*
2. *identify subjects and predicates in simple, complex, and compound sentences;*
3. *use the proper possessive form for singular and plural words;*
4. *write the plural form of words, including changeable or irregular forms;*
5. *identify root words, prefixes and suffixes at the vocabulary level of a minimum level 15 basal reader (6^1);*
6. *use correctly homographs, homonyms, and heteronyms;*
7. *identify and use correctly synonyms and antonyms;*
8. *be able to decode 75% of the words in a level 15 basal reader (6^1).*

B. READING COMPREHENSION AND WRITING

THE STUDENT WILL:

1. *be given a sequence of directions, and follow them in correct order;*
2. *distinguish between fact, fiction, and opinion;*
3. *distinguish between the main idea and subordinate ideas of a paragraph, chapter, story, and book;*
4. *arrange sequentially the events from a story in his/her basal reader;*
5. *recognize cause and effect relationships;*
6. *give a "how to" demonstration speech in clear diction;*
7. *construct an outline and then write a composition from the outline;*
8. *write stories with the basic components of introduction, plot development, and conclusion.*
9. *write a summary of a story using who, what, when, where, and why as a basis for writing;*
10. *take notes from an oral presentation and write a summary of it;*
11. *write a friendly letter and business letter using standard form;*
12. *read aloud expressively with proper intonation and phrasing material appropriate to his/her reading level;*
13. *use good basic handwriting, cursive or print, depending on the task;*
14. *demonstrate basic skills of punctuation and capitalization in written work.*

C. SPELLING

THE STUDENT WILL:

1. *proofread written assignments for spelling.*

D. LIBRARY AND STUDY SKILLS

THE STUDENT WILL:

1. *identify and use parts of a book -- title, author, publisher, table of contents, index, glossary, chapters, and topical headings;*
2. *use alphabetizing skills including proper noun, abbreviations, numbers, and multiple word entries;*
3. *use a dictionary to find the correct spelling, meaning, and pronunciation of words;*
4. *use a dictionary to find the definition of words with multiple meanings and choose correct meanings for particular contexts;*
5. *use diacritical markings in the glossary or dictionary and learn the pronunciation of words at their reading level independently;*
6. *demonstrate the ability to use the library card catalog to identify the various areas of the library -- fiction, nonfiction, reference, and special study areas, and be able to locate books using the Dewey Decimal system.*

E. MATHEMATICS

THE STUDENT WILL:

1. *add and subtract sums to 18, multiply and divide products to 81;*
2. *solve a teacher-made test of 100 mixed basic facts (+, −, ×, ÷) in five minutes;*
3. *solve a given set of problems requiring regrouping in addition and subtraction (including problems with 3 adjacent zeros in the sum);*
4. *determine the sums of a given set of examples in column addition (with 4 to 6 digit addends);*
5. *write the products of a given set of multiplication problems with 3 and 4 digit factors;*
6. *determine the quotient and remainder of a given division problem with a 6 digit product (dividend) and a 2 digit factor (divisor);*
7. *rename each of several given fractions in lowest terms;*
8. *find the answers to a set of problems requiring addition and subtraction of mixed numerals with like and unlike denominators, including regrouping;*
9. *find the products to a set of problems requiring multiplication of fractions;*
10. *find the quotients to a set of problems requiring division of fractions;*
11. *read, write, and order decimal numbers (through the thousandth's place);*
12. *solve decimal problems requiring addition, subtraction, multiplication, and division;*
13. *name a percent of a number (e.g., 75% of 400);*
14. *make change and count money;*
15. *interpret bar, line, and circle graphs;*
16. *determine the average of a given set of data;*
17. *compute the perimeter and area of a rectangle;*
18. *be able to solve word problems using the skills required in the preceding math objective;*
19. *use standard and metric measures.*

F. SOCIAL STUDIES

THE STUDENT WILL:

1. *interpret and use common map symbols, scales, keys, and legends;*
2. *use degrees of latitude and longitude to locate points on maps and globes;*
3. *use directions accurately;*
4. *use a grid to locate specific points on a map;*
5. *use and interpret various types of maps (e.g., population, climate, product);*
6. *locate and identify the continents, oceans, and selected countries of the world;*
7. *compare the physical environment, economy, social institutions, and traditions of at least two different cultures.*

G. SCIENCE

THE STUDENT WILL:

1. *observe three or more attributes of objects, processes, pictures, etc.;*
2. *classify animals and plants according to specific and general criteria;*
3. *identify and name objects that are solid, liquid, or gas;*
4. *recognize that living things are affected by their environment.*

SIXTH GRADE OBJECTIVES

H. HEALTH

THE STUDENT WILL:

1. describe the normal human reproductive system;
2. demonstrate an understanding of the benefits of basic health precepts, cleanliness, adequate nutrition, regular exercise, rest, and correct posture;
3. identify factors that contribute to tooth decay and summarize ways in which tooth decay can be prevented;
4. distinguish between the proper and improper use of drugs;
5. identify ways in which education prepares students and adults in the performance of tasks related to vocation and avocations;
6. develop understanding of abilities, interests, and values in self and others.

I. ART

THE STUDENT WILL:

1. extend his/her abilities in drawing, painting, and other forms of art expression.

APPENDIX E

ANALYSIS OF STUDENT NEEDS

ANALYSIS OF STUDENT NEEDS

May 1978 – October 1978

BRANSFORD SCHOOL

Room No. & Grade	Total Students	Skill/Subject Area	Proficiency or Achievement Level	No. of Students	Assessment Data Source
3/Gr. 1	25	Word recognition and reading comprehension	Four to eight months below grade level	12	CTBS - - October 1978
		Mathematics concepts	Three to seven months below grade level	7	CTBS - - October 1978
		First grade Essential Objectives in reading and mathematics	Estimated one-third of class will fail to master objectives. Four students are repeating first grade.	8 (approx)	Teacher/principal Professional Development conference - - October 1978; Essential Objective performance indicators
		Social Development	Group participation skills lacking	9	Cumulative record/teacher observation
4/Gr. 1	26	First grade Essential Objectives for language development and reading comprehension	Estimated 50 percent of class will fail to master these objectives	13	Teacher/principal Professional Development conference - - October 1978; Essential Objective performance indicators
		Reading and math basic skills for this grade level	Below 40th percentile (Title I participants)	8	Teacher/resource personnel records; CTBS scores - - October 1978
6/Gr. 2	30	Reading vocabulary and word-attack skills; reading comprehension	Six to fourteen months below grade level	6	Teacher/principal Professional Development conference - - October 1978
		Basic reading and math skills; Essential Objectives for this grade level	Below 40th percentile (Title I participants)	19	CTBS - - October 1978; Teacher/resource personnel records
		Basic reading, Grade 2	Two months or more below grade level	22	CTBS -- October 1978
		Basic math, Grade 2	Two months or more below grade level	13	CTBS - - October 1978
8/Gr. 2	31	Reading comprehension and phonetic analysis; second grade Essential Objectives	Estimated 25 percent of class will not master objectives for this level	8	Teacher observation; Essential Objective performance indicators
		Basic math computation and conceptualization skills	Scores of 40th percentile or below on group test	13	CTBS -- October 1978
7/Gr. 3	32	Functional usage of English language	Diagnosed as limited or non-English speaking	4	Teacher/specialist records
		Reading vocabulary	Three to fifteen months below grade level	14	CTBS -- October 1978
		Mathematics conceptualization and computation skills	Four to twelve months below grade level	16	CTBS - - October 1978
5/Gr. 3	30	Reading comprehension	Four to fifteen months below grade level	16	CTBS - - October 1978
		Mathematics conceptualization and computation skills	Four to fifteen months below grade level; not expected to master the Essential Objectives for third grade	12	CTBS - - October 1978, teacher/principal observation
14/Gr. 4	28	Essential reading and math objectives for Grade 3	Estimated fifteen percent of class will fail to master Essential Objectives	4 (approx)	Teacher/principal Professional Development conference - - October 1978; Essential Objective performance indicators
		Reading vocabulary and comprehension	Five to twenty months below grade level	9	CTBS - - October 1978; cumulative records
		Social Development	Poor self-concept and group participation skills	12	Cumulative records/teacher observation
		Math conceptualization skills	Six to sixteen months below grade level	12	CTBS - - October 1978; cumulative records
15/Gr. 4	29	Spelling	At or below third grade level (3.1 – 1.5 GE)	14	CTBS - - October 1978
		Reading Comprehension	Six to fourteen months below grade level	9	CTBS - - October 1978
		Mathematics computation skills	Five to twenty months below grade level	17	Teacher observation/CTBS - - October 1978

ANALYSIS OF STUDENT NEEDS

May 1978 – October 1978

BRANSFORD SCHOOL (continued)

Room No. & Grade	Total Students	Skill/Subject Area	Proficiency or Achievement Level	No. of Students	Assessment Data Source
1/Gr. 5	36	Language mechanics	Eight to twenty-four months below grade level; not expected to master all language objectives for grade 5	21	Teacher observation/CTBS - - October 1978; Essential Objective performance indicators
		Mathematics application skills	Eight to twenty months below grade level	14	CTBS - - October 1978
13/Gr. 5 & 6	36	Reading comprehension	Six to twenty months below grade level	8	Teacher observation; CTBS - - October 1978
		Language mechanics	Six to twenty-four months below grade level; not expected to master all language objectives for respective grade levels	11	CTBS - - October 1978; Essential Objective performance indicators; teacher/principal Professional Development conference in October 1978
9/Gr. 6	36	Social Development	Poor self-concept and self-control; poor group participation skills	10	Teacher/principal Professional Development conference, October 1978; principal's observation
		Mathematics computational skills	Five to twenty months below grade level; not expected to master all math objectives for grade six	16	Essential Objective performance indicators; CTBS - - October 1978
		Language mechanics	Six to twenty months below grade level; not expected to master all language objectives for grade six	14	CTBS - - October 1978; Essential Objective performance indicators; teacher observation
19/Kdg. (A.M.)	30	Auditory perception, memory skills	Below expected mastery level for beginning kindergarteners	10	Pre-kindergarten screening clinic, May 1978; Essential Objective performance indicators
		Visual perception skills	Same as above	12	Same as above
19/Kdg. (P.M.)	31	Auditory perception, memory skills	Below expected mastery level for beginning kindergarteners	12	Pre-kindergarten screening clinic, May 1978; Essential Objective performance indicators.
		Visual perception, memory skills	Same as above	14	Same as above

ANALYSIS OF STUDENT NEEDS

May 1978 – October 1978

DAVID WEIR SCHOOL

Room No. & Grade	Total Students	Skill/Subject Area	Proficiency or Achievement Level	No. of Students	Assessment Data Source
1/Gr. 1	26	Reading comprehension	Twenty-fifth percentile and below	10	CTBS - - October 1978
			Below mastery on all comprehension Essential Objectives	24	Teacher observation; Essential Objective performance indicators
		Social development	Poor self-concept and group participation skills	15	Teacher observation; cumulative records; Essential Objective performance indicators
2/Gr. 1	28	Reading comprehension	Twenty-fifth percentile and below	27	CTBS - - October 1978
			Below mastery on all comprehension Essential Objectives	28	Teacher observation; Essential Objective performance indicators
		Social development	Poor self-concept, behavior, and group participation skills	15	Teacher observation; cumulative records; Essential Objective performance indicators
3/Gr. 1	24	Math computation	Twenty-fifth percentile and below; below mastery on all math Essential Objectives	24	CTBS - - October 1978; teacher observation; Essential Objective performance indicators
4/Gr. 2	32	Math computation	Twenty-fifth percentile and below	14	CTBS -- October 1978
		Social development	Poor self-concept, inter- and intra-personal relationships	22	Teacher observation; cumulative records; Essential Objective performance indicators
5/Gr. 2	31	Spelling	Twenty-fifth percentile and below	11	CTBS - - October 1978
			Not expected to master all spelling Essential Objectives for grade two	22	Essential Objective performance indicators
		Study habits	Poor organization, attention to task, inter- and intra-personal relationships	20	Teacher observation
6/Gr. 2	32	Math computation	Twenty-fifth percentile and below; Essential Objective 2G3	10	Essential Objective performance indicators
		Social development	Poor self-concept, intra- and interpersonal relations	20	Teacher observation; cumulative records; Essential Objective performance indicators
7/Gr. 3	30	Reading comprehension	Twenty-fifth percentile and below	12	CTBS - October 1978
			Below mastery on all reading comprehension Essential Objectives	17	Teacher observation; Essential Objective performance indicators
8 Gr. 3	30	Phonetic skills in reading and spelling	Twenty-fifth percentile and below	12	CTBS - - October 1978
			Below mastery on 80 percent of phonetic and structural analysis skills	18	Basal reading series tests; Essential Objective performance indicators
		Social development	Poor self-concept, intra- and interpersonal relationships; attention to task	18	Teacher observation; cumulative records; Essential Objective performance indicators
9/Gr. 3	30	Spelling	Twenty-fifth percentile and below	18	CTBS - - October 1978
			Below mastery on spelling objectives	24	Teacher observation; Essential Objective performance indicators
		Social development	Poor self-concept, intra- and interpersonal relationship; classroom behavior	20	Cumulative records; teacher observation; Essential Objective performance indicators
10/Gr. 4	34	Language expression	Thirtieth percentile and below	16	CTBS - - Spring 1978
			Below mastery on 80 percent of the language Essential Objectives	23	Teacher observation; Essential Objective performance indicators

ANALYSIS OF STUDENT NEEDS

May 1978 – October 1978

DAVID WEIR SCHOOL (continued)

Room No. & Grade	Total Students	Skill/Subject Area	Proficiency or Achievement Level	No. of Students	Assessment Data Source
11/Gr. 4 & Gr. 5	33	Reading Comprehension	Twenty-fifth percentile and below	10	CTBS - - Spring 1978
			Below mastery on 80 percent of reading Essential Objectives	18	Teacher observation; Essential Objective performance indicators
12/Gr. 4 & Gr. 5	34	Reading Comprehension	Twenty-fifth percentile and below	12	CTBS - - Spring 1978
			Below mastery on 80 percent of reading Essential Objectives	20	Teacher observation; Essential Objective performance indicators
16/Gr. 5	34	Study habits and time management in all areas	Organizational and time-use skills very poor	24	Teacher observation, cumulative records
		Social studies	Not expected to master all social studies Essential Objectives	22	Teacher observation; Essential Objective performance indicators
13/Gr. 6	30	Social studies	Not expected to master all social studies Essential Objectives	25	Essential Objective performance indicators; teacher observation
15/Gr. 6	30	Reading Comprehension	Thirty-fifth percentile and below	12	CTBS - - Spring 1978; specialist's records
			Lack of mastery of reading comprehension Essential Objectives	18	Teacher observation; Essential Objective performance indicators
Kdg. (A.M.)	32	Visual discrimination	Below mastery level on Essential Objectives	23	Teacher observation; Essential Objective performance indicators; pre-kindergarten screening clinic, May 1978
		Sound-symbol correlation	Have not mastered letter names and sounds	28	See above
Kdg. (P.M.)	33	Visual discrimination	Below mastery level on Essential Objectives	18	See above
		Sound-symbol correlation	Have not mastered letter names and sounds	25	See above

ANALYSIS OF STUDENT NEEDS

May 1978 – October 1978

SUISUN VALLEY SCHOOL

Room No. & Grade	Total Students	Skill/Subject Area	Proficiency or Achievement Level	No. of Students	Assessment Data Source
1/Gr. 1	29	Reading Comprehension	At or below 4th stanine	4	CTBS Form B–S - - May 1978, Essential Objectives IB 1–9
		Math Computation	At or below 4th stanine	4	CTBS Form B–S - - May 1978, Essential Objectives ID 3, 4
2/Gr. 2	33	Reading Comprehension	At or below 4th stanine	7	CTBS Form C–S - - May 1978 Essential Objectives II D2, 4, 5, 7, 8
		Total Reading – Females	Grade Equivalent 3.1	17	CTBS Form C–S - - May 1978
		Males	2.7	16	
		TOTAL	2.8	33	
		Language Expression	At or below 4th stanine	3	CTBS Form C–S - - May 1978 Essential Objectives II C3, 4
		Total Language – Females	Grade Equivalent 3.8	17	CTBS Form C–S - - May 1978
		Males	3.1	16	
		TOTAL	3.4	33	
		Math Computation	At or below 4th stanine	3	CTBS Form C–S - - May 1978 Essential Objectives II G3, 4, 10, 11, 16
3/Gr. 3	23	Reading Comprehension	At or below 4th stanine	2	CTBS Form I–T - - May 1978 Essential Objectives IIID2, 3, 4, 8, 9, 10
		Language Expression	At or below 4th stanine	7	CTBS Form I–T - - May 1978 Essential Objectives IIIC1, 3, 5
		Total Language – Females	Grade Equivalent 4.9	10	CTBS Form I–T - - May 1978
		Males	4.0	13	
		TOTAL	4.3	23	
		Math Computation	At or below 4th stanine	5	CTBS Form I–T - - May 1978 Essential Objectives III G1, 2, 3, 4, 13
4/Gr. 4	29	Reading Comprehension	At or below 4th stanine	9	CTBS Form I–T - - May 1978 Essential Objectives IV B 1–11
		Total Reading – Females	Grade Equivalent 5.1	18	CTBS Form I–T - - May 1978
		Males	4.6	8	
		TOTAL	4.7	26	
		Language Expression	At or below 4th stanine	10	CTBS Form I–T - - May 1978 Essential Objectives IV A1, 3, 4, 5, 7
		Total Language – Females	Grade Equivalent 5.5	18	CTBS Form I–T - - May 1978
		Males	4.4	8	
		TOTAL	4.8	26	
		Math Computation	At or below 4th stanine	5	CTBS Form I–T - - May 1978 Essential Objectives IV E1, 2, 3, 4, 5, 7, 9
		Total Math – Females	Grade Equivalent 5.4	18	CTBS Form I–T - - May 1978
		Males	5.0	8	
		TOTAL	5.2	26	
5/Gr. 5	34	Reading Comprehension	At or below 4th stanine	7	CTBS - Form Z–T - - May 1978 Essential Objectives V B1–9
		Total Reading – Females	Grade Equivalent 7.2	12	CTBS Form Z–T - - May 1978
		Males	6.7	22	
		TOTAL	6.9	34	
		Language Expression	At or below 4th stanine	3	CTBS Form Z–T - - May 1978 Essention Objectives V A1, 2, 3, 7, 10
		Total Language – Females	Grade Equivalent 8.4	12	CTBS Form Z–T - - May 1978
		Males	7.0	22	
		TOTAL	7.6	34	
		Math Computation	At or below 4th stanine	9	CTBS Form Z–T - - May 1978 Essential Objectives V E2, 3, 4, 5, 6, 7, 8, 12, 13, 14
		Total Math – Females	Grade Equivalent 6.9	12	CTBS Form Z–T - - May 1978
		Males	6.3	22	
		TOTAL	6.5	34	

ANALYSIS OF STUDENT NEEDS

May 1978 – October 1978

SUISUN VALLEY SCHOOL (continued)

Room No. & Grade	Total Students	Skill/Subject Area	Proficiency or Achievement Level	No. of Students	Assessment Data Source
/Gr.6	28	Reading Comprehension	At or below 4th stanine	4	CTBS Form Z–T - - May 1978 Essential Objectives VI B1, 2, 3, 4, 5, 9, 12
		Language Expression	At or below 4th stanine	3	CTBS Form Z–T - - May 1978 Essential Objectives VI A 1, 3, 4
		Math Computation	At or below 4th stanine	6	CTBS Form Z–T - - May 1978 Essential Objectives VI E1–19

APPENDIX F

1977–78 INSERVICE WORKSHOPS

FAIRFIELD-SUISUN UNIFIED SCHOOL DISTRICT

1977–78 INSERVICE WORKSHOPS

F-SUSD/SOLANO COUNTY READING ASSOCIATION:

1. Children's Literature . . Kay Goines

ELEMENTARY TEACHER SUPERVISOR'S NEW TEACHERS' INSERVICE WORKSHOPS:

2. District Orientation
3. Classroom Management
4. Opening/Closing the School Year
5. Parent Conferences
6. Filling out the Stull (Professional Development) Workbook
7. Bloom's Taxonomy
8. Language Arts – Writing Ideas
9. Math – Math Games
10. Reading – Diagnosing for Grouping
11. Substitutes' Workshop

EDUCATIONAL SERVICES:

12. Grade Level (K–6) Essential Objectives
13. Reporting Test Results
14. Science – University of California, Berkeley, Lawrence Hall of Science Workshop

APPENDIX G

DECEMBER 1977, SUPPORT SERVICES SURVEY

SPECIFIC HELP QUESTIONS (The last four questions):

The percentage figures reflect only the responses to the questions because some were left blank by administrators and special service personnel.

Question		ELEMENTARY		INTERMEDIATE		SECONDARY		ADMINISTRATORS		TOTAL	
1. Could you use more help in instructional processes in your classroom ?	YES	14	37%	5	50%	11	32%	5	31%	35	36%
	NO	24	63%	5	50%	23	68%	11	69%	63	64%
2. Could you use more help in instructional processes in your school ?	YES	14	37%	2	22%	14	42%	15	60%	45	43%
	NO	24	63%	7	78%	19	58%	10	40%	60	57%
3. Would you find it valuable to meet with personnel who hold similar positions ?	YES	32	82%	9	82%	26	74%	22	88%	89	81%
	NO	7	18%	2	18%	9	26%	3	12%	21	19%
4. Are there any other services that you think would be helpful to you?	YES	12	37%	6	75%	10	33%	11	55%	39	43%
	NO	20	63%	2	25%	20	67%	9	45%	51	57%

COMMENTS:

The following comments are listed by level.

* Means this same general comment was made more than once.

** Means the comment was made three or more times.

I edited many comments. I have the original surveys if you would like to see them.

1. Could you use more help in instructional processes in your classroom?

ELEMENTARY:

-- Reading, math
-- More effective and innovative ways to teach science, art, and metrics
-- Inservice on Glasser Circles, group processes
-- Full time Spanish aide
– Hands-On science
-- More Texts
– *Parent or student helpers
– Work with reading groups
– More money for individualized programs
– Too many processes and records
– How to write Individualized Instructional Programs and how to run them
– More guidelines
– Materials to test Minimal Objectives
-- Paid aide
-- Use other than adopted reader

APPENDIX H

STAFF DEVELOPMENT NEEDS ASSESSMENT - - PRINCIPALS

STAFF DEVELOPMENT NEEDS ASSESSMENT - PRINCIPALS

1. Do you think the district level staff development offerings are sufficient to meet your staff's needs?

yes ____ no 11 undecided ____

comments:

2. Do you think you have sufficient training, skill, and resources to provide a comprehensive staff development on your site?

yes 2 no 10 undecided 2

3. Do your feel you have sufficient information and skills to effectively implement the mandates of AB 65, AB 1250 (California Master Plan for Special Education) i.e. critical thinking, competency based education, consumer economics, individualized learning programs, etc.?

yes 2 no 12 2

Comments:

4. Would an expanded staff development program at your school better meet the individual needs of your staff?

yes 14 no ____ undecided ____

(additional offerings)

APPENDIX I

SELF–APPRAISAL OF PERFORMANCE INVENTORY

SELF–APPRAISAL OF PERFORMANCE
RATING FORM

Name: _____ School: _____ Grade Level: _____

Please use the following code to indicate your degree of expertise in each of the areas listed. The topic areas are possible focal points for a school/county staff development program:

A - I am competent to demonstrate skills in this area to other teachers
B - I am competent to apply the skills in this area
C - I need additional instruction/help in this area

CLASSROOM MANAGEMENT

The teacher demonstrates consistently the ability to:

1. Give directions clearly and concisely. A ☐ B ☐ C ☐
2. Teach learners how to attend to and follow directions. A ☐ B ☐ C ☐
3. Implement an instructional management system. A ☐ B ☐ C ☐
4. Teach the management system to the learners. A ☐ B ☐ C ☐
5. Monitor and record progress of individual students through the instructional management system. A ☐ B ☐ C ☐
6. Modify the instructional management system to meet the needs of individual learners. A ☐ B ☐ C ☐
7. Plan a series of learning activities so that learners may proceed through the series without loss of time. A ☐ B ☐ C ☐
8. Arrange the classroom environment into functional areas. A ☐ B ☐ C ☐
9. Maintain an attractive, stimulating room environment. A ☐ B ☐ C ☐

INSTRUCTIONAL MATERIALS

The teacher demonstrates consistently the ability to:

1. Select instructional materials directly related to a terminal teaching objective. A ☐ B ☐ C ☐
2. Select instructional materials which are at the appropriate level of difficulty. A ☐ B ☐ C ☐
3. Select instructional materials from the several media to match the modalities of the learners. A ☐ B ☐ C ☐
4. Select instructional materials at the appropriate interest level for the learners. A ☐ B ☐ C ☐
5. Create appropriate instructional materials when none are otherwise available. A ☐ B ☐ C ☐

MATHEMATICS INSTRUCTION

The teacher demonstrates consistently the ability to:

1. Define and model concepts, operations, and skills from the concrete to the abstract. A ☐ B ☐ C ☐
2. Define and modify the math strands by representation. A ☐ B ☐ C ☐
3. Adapt or revise the mathematics program to fit individual learners, groups of learners, and classes. A ☐ B ☐ C ☐
4. Invent or create appropriate learning activities when suitable ones are otherwise not available. A ☐ B ☐ C ☐

(Continued on reverse side)

CLASSROOM HUMAN RELATIONS

The teacher demonstrates consistently the ability to:

1. Use positive and negative reinforcement to enhance the self-image of the learners. A ☐ B ☐ C ☐
2. Assist learner to find acceptable ways of dealing with their emotions. A ☐ B ☐ C ☐
3. Express adult emotions honestly when these are not harmful to the learner(s). A ☐ B ☐ C ☐
4. Ameliorate hostility and foster understanding between learners. A ☐ B ☐ C ☐
5. Obtain a positive emotional response from the learners toward the teaching/learning activities. A ☐ B ☐ C ☐
6. Show appreciation for the unique personal and cultural qualities of all learners. A ☐ B ☐ C ☐

TEACHING STRATEGIES

The teacher demonstrates consistently the ability to:

1. Increase motivation to learn. A ☐ B ☐ C ☐
2. Increase productive student behavior. A ☐ B ☐ C ☐
3. Extend students' thinking. A ☐ B ☐ C ☐
4. Provide for effective student practice. A ☐ B ☐ C ☐
5. Teach for independence. A ☐ B ☐ C ☐
6. Work with aides. A ☐ B ☐ C ☐
7. Develop learning centers. A ☐ B ☐ C ☐
8. Use behavior modification methods. A ☐ B ☐ C ☐

READING INSTRUCTION

The teacher demonstrates consistently the ability to:

1. Identify pre-reading (readiness) skills. A ☐ B ☐ C ☐
2. Identify word study skills. A ☐ B ☐ C ☐
3. Identify comprehension skills. A ☐ B ☐ C ☐
4. Perform a complete task analysis to establish a sequence for teaching a given skill. A ☐ B ☐ C ☐
5. Develop reading strands based on a sequence of skills. A ☐ B ☐ C ☐
6. Develop (or adapt) a classroom reading program based on strands. A ☐ B ☐ C ☐
7. Successfully assist pupils to read functionally by the transfer, utilization, and refinement of reading skills. A ☐ B ☐ C ☐

DIAGNOSTIC SKILLS

The teacher demonstrates consistently the ability to:

1. Develop and administer a diagnostic tool or survey in reading and/or mathematics. A ☐ B ☐ C ☐
2. Record, analyze, and interpret diagnostic data. A ☐ B ☐ C ☐
3. Identify the learning modalities of learners. A ☐ B ☐ C ☐
4. Recognize in the learner symptoms indicative of physical, mental, or emotional obstacles to learning. A ☐ B ☐ C ☐
5. Evaluate learner progress during on-going lessons. A ☐ B ☐ C ☐

PRESCRIPTIVE SKILLS

The teacher demonstrated consistently the ability to:

1. Form instructional groups based on common learning needs and similar learning styles. A ☐ B ☐ C ☐
2. Select or create a terminal objective for the learner(s). A ☐ B ☐ C ☐
3. Write a task analysis for a terminal objective. A ☐ B ☐ C ☐
4. Use selected principles of learning as a basis for instruction toward a terminal objective. A ☐ B ☐ C ☐
5. Modify objectives to reflect the learning modalities of individual learners. A ☐ B ☐ C ☐
6. Make appropriate adaptations to a prescription based on data obtained through monitoring. A ☐ B ☐ C ☐
7. Sequence terminal objectives, i.e., from simple to complex, from familiar to unknown, or from concrete to abstract. A ☐ B ☐ C ☐
8. Call upon specialized resources when symptoms of obstacles to learning are aggravated or persistent. A ☐ B ☐ C ☐

APPENDIX J

INDIVIDUALIZED RECORD FORM FOR STAFF DEVELOPMENT ACTIVITIES

INDIVIDUALIZED RECORD FORM
for
STAFF DEVELOPMENT ACTIVITIES

Staff Member _____
Grade _____
Observer _____

Teachers - 5 hours minimum
Aides - 3 hours minimum

Topic(s) of Interest: _____

_____

_____

Activities (hours spent):

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

How did you implement your new knowledge in your classroom? _____

_____

_____

Formative Evaluation Conference (Jan.): _____

_____

_____

Summative Evaluation Conference (May): _____

_____

_____

_____
Observer

APPENDIX K

STAFF DEVELOPMENT ACTIVITY RATING FORM

Name _____

Grade _____

___ Group ___ Individual

STAFF DEVELOPMENT ACTIVITY RATING FORM

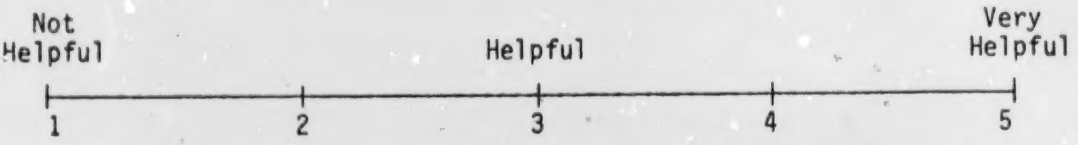
1. Activity: _____

_____

_____

2. Time spent: _____ one hour _____ two hours _____ more than two hours

3. Please rate this activity on the following continuum.*



4. Comments/suggestions for improvement

_____

_____

_____

_____

*Activities with a mean rating of 3.5 or higher will be placed on file in a Staff Development Clearing House for the use of other personnel throughout the district.

APPENDIX L

F–SUSD TEACHER'S PROFESSIONAL DEVELOPMENT INPUT FORM

Teacher _____ School _____ School Year _____

Fairfield-Suisun Unified School District
TEACHER, COUNSELOR, SPEECH THERAPIST Professional Development

PERMANENT EMPLOYEES
REDUCED FORM

TEACHER INPUT: The teacher will respond to the following: (If more space is needed, use **Form SB–12–76** available in the office.)

1. What level of achievement do you expect of your students this year considering (1) the Board-adopted standards, and (2) special characteristics of the class(es)?

2. Have you been involved in any training classes or experiences since last Fall? If so, list them.

3. Are there any teaching strategies you expect to implement experimentally this year?

4. Have you changed your system or form for lesson planning this year?

5. List adjunct duties assigned to you this year:

6. List school district committees on which you now serve (or on which you served last year after submitting list).

7. Have you received any honors or recognition that you wish to have included in your personnel file?

PRINCIPAL'S COMMENT:

Signature _____ Date _____

SB–16–76

APPENDIX M

ACTIVITY PREFERENCE QUESTIONNAIRE

Name _____
Grade _____
School _____

ACTIVITY PREFERENCE QUESTIONNAIRE

Please check items that would be of interest to you as topics of group staff development activities.

Curriculum Areas

_____ Reading
_____ Math
_____ Language
_____ Social Studies
_____ Science
_____ Career Ed.
_____ Other _____

_____

Classroom Management

_____ Learning Centers
_____ Individualization of Instruction
_____ Managing Other Personnel in the Classroom
_____ Time Management
_____ Record Keeping
_____ Discipline
_____ Other _____

_____

Classroom Techniques

_____ T.A. for Tots
_____ Teacher Effectiveness Training
_____ Glasser's Circle
_____ Reality Land
_____ Other _____

_____

Academic or Personal Development

_____ Stress
_____ Testing Theory
_____ Body Language
_____ Attitude Change
_____ Other _____

_____

General Information

_____ High School Graduation Requirements
_____ AB 65 (S.I.P.)
_____ AB 1250 (Mainstreaming)
_____ Special Ed. Programs
_____ Special Projects
_____ Public Relations (communicating with parents)
_____ Other _____

_____

APPENDIX N

INSERVICE DATA SUMMARY

INSERVICE DATA SUMMARY

Teacher I.D. Number	Grade Level	Focus of Individualized Inservice Activities	Group Inservice Activities Attended	Observed Change in Classroom Column "C" Response	"C" Responses PRE-S.A.P.	"C" Responses POST-S.A.P.	Objectives for Student Performance	Evaluation of Students on Essential Objectives	C.T.B.S. Scores
D.W. 1	1	SOCIAL STUDIES Coordinate social studies materials with reading materials, Essential Objectives and social studies book.	1. McKenzie Reading Workshop 2. Essential Objectives and Promotion Workshop 3. PDPIC sessions on reading comprehension and listening skills.	1. Bulletin boards on social studies 2. Play on Social Studies 3. Teacher developed materials used by students	2	3	Group A – 5 Group B – 10 Group C – 16 1. The student will demonstrate an awareness of the likenesses and differences between people and their environment throughout the world. 2. The student will show an understanding of jobs and responsibilities of community helpers, avoiding tendencies toward stereotypes of sex, age, or race. 3. The student will demonstrate an awareness of the importance of himself/herself as an individual and worthy member of groups.	Objective 1 - mastery: Group A – 5 100% Group B – 10 100% Group C – 15 94% Total: 97% Objective 2 - mastery: Group A – 5 100% Group B – 10 100% Group C – 16 100% Total: 100% Objective 3 - mastery: Group A – 5 100% Group B – 10 100% Group C – 15 94% Total: 97% Percent of student mastery: 98%	Spring 1978: Reading 1.9 Math 2.2 Language 1.9 Spring 1979: Reading 2.1 Math 2.3 Language 2.3
D.W. 2	1	Classroom control to improve at task time for students and provide more teaching time.	1. Teacher Burn Out 2. Inservice procedures workshop 3. Discipline - Rights and Responsibilities 4. PDPIC sessions on reading comprehension and listening skills	1. Fewer students sent to office. 2. Room quieter 3. Students solving problems with students	3	0	Group A – 10 Group B – 15 Group C – 6 1. The student will attend to and complete assigned task(s) without supervision for a period of 15 to 20 minutes. 2. The student will use a prescribed method of organizing his/her written and oral responses.	Objective 1 - mastery: Group A – 9 90% Group B – 15 100% Group C – 6 100% Total: 97% Objective 2 - mastery: Group A – 9 90% Group B – 15 100% Group C – 6 100% Total: 97% Percent of student mastery: 97%	Spring 1978: Reading 1.8 Math 2.1 Language 1.7 Spring 1979: Reading 1.4 Math 2.1 Language 1.9

INSERVICE DATA SUMMARY

Teacher I.D. Number	Grade Level	Focus of Individualized Inservice Activities	Group Inservice Activities Attended	Observed Change in Classroom Column "C" Response	"C" Responses PRE-S.A.P.	"C" Responses POST-S.A.P.	Objectives for Student Performance	Evaluation of Students on Essential Objectives	C.T.B.S. Scores
D.W. 3	1	Classroom organization and time management to increase at task time for students and teacher preparation time.	1. Structure of inservice program. 2. Phonic inservice 3. PDPIC sessions on reading comprehension and listening skills	1. Improved organization of room, files, etc. 2. Reading center reorganized 3. Flow chart developed 4. "Do List" used by teacher	6	1	Group A – 15 Group B – 10 Group C – 6 1. The student will read orally phrases from his/her basic reading program. 2. The student will add and subtract basic facts to ten. 3. The student will attend to and complete assigned tasks without supervision for a period of 15 to 20 minutes. 4. The student will use a prescribed method of organizing his/her written and oral responses.	Objective 1 - mastery: Group A – 14 93% Group B – 10 100% Group C – 6 100% Total: 97% Objective 2 - mastery: Group A – 14 93% Group B – 10 100% Group C – 6 100% Total: 97% Objective 3 - mastery: Group A – 15 100% Group B – 10 100% Group C – 6 100% Total: 100% Objective 4 - mastery: Group A – 15 100% Group B – 10 100% Group C – 6 100% Total: 100% Percent of student mastery: 98%	Spring 1978: N/A - new teachers Spring 1979: Reading 1.8 Math 2.1 Language 1.9
D.W. 4	2	Discipline and positive approach to learning.	1. You Are What You Think. 2. Making the World Work for Everyone 3. Your Time and Your Life 4. Structure of inservice program 5. PDPIC sessions on reading comprehension and listening skills	1. Class circle meetings used 2. Individual student and teacher conferences held 3. Positive awards used more extensively	0	0	Group A – 10 Group B – 14 Groupd C – 18 1. The student will show an understanding of the interdependence of man with his community. 2. The student will identify the proper seasonal dress, personal hygiene, dental care, good nutrition, and regard for the health and safety of others.	Objective 1 - mastery: Group A – 9 90% Group B – 14 100% Group C – 8 100% Total: 97% Objective 2 - mastery: Group A – 10 100% Group B – 14 100% Group C – 8 100% Total: 100% Percent of student mastery 98%	Spring 1978: Reading 1.7 Math 2.8 Language 2.9 Spring 1979: Reading 2.8 Math 2.8 Language 2.8

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D.W. 5	2	Time management and classroom organization for more at task time for students	1. Reality Land 2. Your Time and Your Life 3. Productivity Increasing 4. Phonics workshop 5. Structure of inservice program 6. PDPIC sessions on reading comprehension and listening skills	1. Daily file used 2. "Do List" used 3. Class furniture re-arranged 4. Planning format improved	8	3	Group A – 10 Group B – 10 Group C – 12 1. The student will follow written directions in proper sequence. 2. Complete addition and subtraction combinations to 20 • Teaching math facts was a focus of reorganization	Objective 1 - mastery: Group A – 8 80% Group B – 9 90% Group C – 12 100% Total: 91% Objective 2 - mastery: Group A – 9 90% Group B – 9 100% Group C – 12 100% Total: 97% Percent of student mastery 94%	Spring 1978: Reading 2.9 Math 2.9 Language 3.0 Spring 1979: Reading 2.7 Math 2.8 Language 2.8
D.W. 6	2	Teacher Effectiveness Training - to help students solve their own problems outside the classroom	1. Feed Your Child Right 2. You Are What You Think 3. Let's Help Children Think - high level questioning 4. Bloom's Taxonomy 5. Working with Parent Aides 6. Phonics workshop 7. Structure of inservice program 8. PDPIC sessions on reading comprehension and listening skills	1. Using group decision making in the classroom 2. Students talking with each other about their problems 3. Students waiting to handle problems outside of class.	2	0	Group A – 10 Group B – 12 Group C – 10 1. The student will show an understanding of the inter-dependence of man with his community. 2. The student will identify the proper seasonal dress, personal hygiene, dental care, good nutrition, and regard for the health and safety of others.	Objective 1 - mastery: Group A – 9 90% Group B – 11 92% Group C – 9 90% Total: 91% Objective 2 - mastery: Group A – 9 90% Group B – 11 92% Group C – 10 100% Total: 94% Percent of student mastery 92%	Spring 1978: Reading 2.7 Math 2.8 Language 3.0 Spring 1979: Reading 2.9 Math 3.2 Language 3.1

INSERVICE DATA SUMMARY

Teacher I.D. Number	Grade Level	Focus of Individualized Inservice Activities	Group Inservice Activities Attended	Observed Change in Classroom Column "C" Response	"C" Responses PRE-S.A.P.	"C" Responses POST-S.A.P.	Objectives for Student Performance	Evaluation of Students on Essential Objectives	C.T.B.S. Scores
D.W. 7	3	Learning to administer and evaluate various reading tests to improve diagnosis and perscription in reading.	1. You Are What You Think 2. Your Time and Your Life 3. Diagnostic Testing 4. McKenzie Phonics inservice 5. Presented at Stull Bill Workshop for new teachers 6. Structure of inservice program 7. Parts of Speech 8. PDPIC sessions on reading comprehension and listening skills	1. Worked with remedial students - using test data. 2. Coordinated classroom and outside programs more closely 3. Used test data to make decisions on grouping	6	3	Group A – 10 Group B – 10 Group C – 12 1. The student will, after reading a paragraph, choose a title statement which gives the main idea. 2. The student will skim a paragraph and state two or more details to support a statement. 3. The student will read aloud words selected from his/her basic reading program.	Objective 1 - mastery: Group A – 9 90% Group B – 9 90% Group C – 12 100% Total: 94% Objective 2 - mastery: Group A – 8 80% Group B – 9 90% Group C – 12 100% Total: 91% Objective 3 - mastery: Group A – 9 90% Group B – 9 90% Group C – 12 100% Total: 94% Percent of student mastery 93%	Spring 1978: Reading 4.1 Math 4.2 Language 4.0 Spring 1979: Reading 4.4 Math 4.2 Language 5.1
D.W. 8	3	Time management and classroom organization stress control - a focus on priorities in reading.	1. You Are What You Think 2. Burn Out 3. Your Time and Your Life 4. Increasing Teacher Productivity 5 Diagnostic Testing 6 Structure of Inservice Program 7. Workshop on math materials 8. Writing without Writhing 9. PDPIC sessions on reading comprehension and listening skills	1. Restructure of A.M. reading 2. Emphasis on Essential Objectives 3. Use of a Now and Later folder	8	7	Group A – 12 Group B – 10 Group C – 10 1. The student will, after reading a paragraph, choose a title statement which gives the main idea. 2. The student will practice ways of making and keeping friends, and discuss positive attributes of himself/herself. 3. The student will remain at task for 15 to 25 minutes when distractions are present.	Objective 1 - mastery: Group A – 10 83% Group B – 10 100% Group C – 10 100% Total: 94% Objective 2 - mastery: Group A – 12 100% Group B – 10 100% Group C – 10 100% Total: 94% Objective 3 - mastery: Group A – 10 83% Group B – 10 100% Group C – 10 100% Total: 94% Percent of student mastery: 96%	Spring 1978: Reading 4.0 Math 4.0 Language 4.2 Spring 1979: Reading 4.0 Math 4.1 Language 4.1

INSERVICE DATA SUMMARY

Teacher I.D. Number	Grade Level	Focus of Individualized Inservice Activities	Group Inservice Activities Attended	Observed Change in Classroom Column "C" Response	"C" Responses PRE-S.A.P.	"C" Responses POST-S.A.P.	Objectives for Student Performance	Evaluation of Students on Essential Objectives	C.T.B.S. Scores
D.W. 9	3	Stress, burnout, coping - A focus was implementing Reality Land in classroom.	1. Your Time and Your Life 2. McKenzie Phonics workshop 3. Structure of inservice program 4. Revision committee on Essential Objectives 5. Burn Out I - II 6. Reality Land 7. PDPIC sessions on reading comprehension and listening skills	1. Use of tokens (money) in classroom 2. Restructured phonics program 3. Student businesses and jobs implemented	4	2	Group A – 10 Group B – 12 Group C – 10 1. The student will add and subtract money problems using decimal points and dollar signs. 2. The student will make different combinational valuse using a penny, nickel, dime, quarter, half-dollar and dollar. 3. The student will develop career awareness	Objective 1 - mastery: Group A – 8 80% Group B – 12 100% Group C – 9 90% Total: 91% Objective 2 - mastery: Group A – 8 80% Group B – 12 100% Group C – 10 90% Total: 94% Objective 3 - mastery: Group A – 10 100% Group B – 12 100% Group C – 10 100% Total: 100% Percent of student mastery: 95%	Spring 1978: Reading 4.1 Math 3.8 Language 4.2 Spring 1979: Reading 3.9 Math 3.8 Language 4.0
D.W. 10	4	Development of human intelligence and related psychological readings - a focus on written language of children and modes of learning.	1. You Are What You Think 2. Diagnostic Testing 3. Structure of inservice program 4. Minimum Essential Objective revision 5. PDPIC sessions on reading comprehension and listening skills	1. Writing lessons developed using different learning modalities. 2. Students work individualized to a greater extent	2	2	Group A – 6 Group B – 14 Group C – 14 1. The student will select statements that support a given conclusion. 2. The student will read three or four part directions and follow them in proper sequence. 3. The student will write a logical outcome or conclusion to a selection missing its ending.	Objective 1 - mastery: Group A – 5 83% Group B – 12 86% Group C – 14 100% Total: 91% Objective 2 - mastery: Group A – 4 66% Group B – 13 93% Group C – 14 100% Total: 91% Objective 3 - mastery: Group A – 5 83% Group B – 14 100% Group C – 13 93% Total: 94% Percent of student mastery: 92%	Spring 1978: Reading 5.0 Math 5.2 Language 5.7 Spring 1979: Reading 5.1 Math 5.1 Language 5.7

INSERVICE DATA SUMMARY

Teacher I.D. Number	Grade Level	Focus of Individualized Inservice Activities	Group Inservice Activities Attended	Observed Change in Classroom Column "C" Response	"C" Responses PRE-S.A.P.	"C" Responses POST-S.A.P.	Objectives for Student Performance	Evaluation of Students on Essential Objectives	C.T.B.S. Scores
D.W. 11	4/5	Using a variety of material to supplement and improve basal reading program.	1. You Are What You Think 2. Burn Out I - II 3. Reality Land 4. Your Life and Your Time 5. Geo-cepts workshop 6. Parts of Speech inservice 7. Structure of inservice program 8. Essential Objectives meeting 9. PDPIC sessions on reading comprehension and listening skills	1. A variety of material used to teach reading comprehension. 2. Students work with each other in groups	4	6	Group A – 12 Group B – 12 Group C – 10 1. The student will read a selection to include poems, fables, myths, and legends and restate the main idea. 2. The student will distinguish between fact, opinion and fiction. 3. The student will read a selection and list main idea and supporting facts.	Objective 1 - mastery: Group A – 10 83% Group B – 11 92% Group C – 10 100% Total: 91% Objective 2 - mastery: Group A – 11 92% Group B – 11 92% Group C – 10 100% Total: 94% Objective 3 - mastery: Group A – 10 83% Group B – 11 92% Group C – 10 100% Total: 91% Percent of student mastery:	Spring 1978: (4th) Reading 5.3 Math 5.2 Language 5.0 Spring 1979: (4th) (5th) Reading 4.3 7.2 Math 4.4 6.4 Language 4.0 7.0
D.W. 12	4	Using other media besides texts to teach reading skills, especially comprehension	1. You Are What You Think 2. Your Life and Your Time 3. Diagnostic Testing 4. Structure of inservice 5. PDPIC sessions on reading comprehension and listening skills	1. Use of magazines, weekly readers, and library books during the reading period. 2. More books checked out to classroom	6	3	Group A – 4 Group B – 15 Group C – 15 1. The student will read a selection to include poems, fables, myths and legends and restate the main idea. 2. The student will distinguish between fiction and non-fiction.	Objective 1 - mastery: Group A – 1 25% Group B – 14 93% Group C – 15 100% Total: 88% Objective 2 - mastery: Group A – 4 100% Group B – 15 100% Group C – 15 100% Total: 100% Percent of student mastery: 94%	Spring 1978: Reading 4.4 Math 4.7 Language 5.3 Spring 1979: Reading 5.3 Math 5.1 Language 6.4

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INSERVICE DATA SUMMARY

Teacher I.D. Number	Grade Level	Focus of Individualized Inservice Activities	Group Inservice Activities Attended	Observed Change in Classroom Column "C" Response	"C" Responses PRE-S.A.P.	"C" Responses POST-S.A.P.	Objectives for Student Performance	Evaluation of Students on Essential Objectives	C.T.B.S. Scores
D.W. 13	6	Social Studies - improve curriculum made slides on Middle Ages - also read in area of human consciousness and science (physics).	1. You Are What You Think 2. Structure of inservice program 3. PDPIC sessions on reading comprehension and listening skills.	1. Used slides that were developed to teach social studies 2. Had students do individual physics projects.	4	3	Group A – 8 Group B – 16 Group C – 10 1. The student will compare the physical environment, economy social institutions, and traditions of at least two different cultures. 2. The student will identify and name objects that are solid, liquid, or gas.	Objective 1 - mastery: Group A – 6 75% Group B – 15 99% Group C – 10 100% Total: 91% Objective 2 - mastery: Group A – 6 75% Group B – 15 94% Group C – 10 100% Total: 91% Percent of student mastery: 91%	Spring 1978: Reading 7.3 Math 7.0 Language 7.0 Soc.Studies 6.7 Spring 1979: Reading 7.6 Math 8.1 Language 8.8 Soc.Studies 8.2
D.W. 14	5	Time management for students and teacher - student study skills with focus on organization.	1. Teacher Burn Out I - II 2. Increasing Productivity 3. McKenzie Reading Workshop 4. Structure of inservice program 5. PDPIC sessions on reading comprehension and listening skills	1. Students had assignment sheets on their desks. 2. Increased emphasis on study habits, proof reading 3. Individual student/teacher conferences on work habits.	0	0	Group A – 8 Group B – 14 Group C –12 1. The student will proofread written assignments for spelling, punctuation, capitalization, correct sentence structure and paragraph form. 2. The student will listen or read multipart directions and follow them in proper sequence. 3. The student will use correct spelling in written work.	Objective 1 - mastery: Group A – 6 75% Group B – 13 93% Group C – 12 100% Total: 91% Objective 2 - mastery: Group A – 6 75% Group B – 14 100% Group C – 12 100% Total: 94% Objective 3 - mastery: Group A – 7 88% Group B – 12 86% Group C – 12 100% Total: 88% Percent of student mastery: 91%	Spring 1978: Reading 6.9 Math 6.3 Language 7.8 Spring 1979: Reading 6.7 Math 6.3 Language 7.3

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D.W. 15	6	Reading with emphasis on comprehension	1. Structure of inservice program 2. California Reading Conference 3. PDPIC sessions on reading comprehension and listening skills.	1. Increase use of other material (magazines, social studies) for reading instruction. 2. Less emphasis on phonics work and more on fluency and comprehension.	0	0	Group A – 10 Group B – 13 Group C – 12 1. The student will distinguish between the main idea and subordinate ideas of a paragraph, chapter, story, and book. 2. The student will arrange sequentially the events from a story in his/her basal reader. 3. The student will recognize cause and effect relationships.	Objective 1 - mastery: Group A – 8 80% Group B – 12 92% Group C – 12 100% Total: 91% Objective 2 - mastery: Group A – 10 100% Group B – 13 100% Group C – 12 100% Total: 100% Objective 3 - mastery: Group A – 9 90% Group B – 13 100% Group C – 12 100% Total: 97% Percent of student mastery: 96%	Spring 1978: Reading 7.3 Math 7.0 Language 7.3 Spring 1979: Reading 7.3 Math 7.7 Language 8.0
D.W. 16	5	Reading in the area of social science and science. Read book Strange Stories and Amazing Facts	1. Spelling Bee conference 2. Parts of Speech and Usage 3. Dairy Council inservice 4. Structure of inservice program. 5. PDPIC sessions on reading comprehension and listening skills	1. Interests facts presented during history and science lessons. 2. Book Strange Stories and Amazing Facts discussed 15 minutes a day.	3	0	Group A – 10 Group B – 12 Group C – 12 1. The student will list four ethnic groups that immigrated to America and evaluate the effects of each on our society. 2. The student will list reasons for the colonization and settlement of the United States.	Objective 1 - mastery: Group A – 8 80% Group B – 11 92% Group C – 12 100% Total: 91% Objective 2 - mastery: Group A – 9 90% Group B – 12 100% Group C – 12 100% Total: 97% Percentage of student mastery: 94%	Spring 1978: Reading 7.0 Math 6.7 Language 7.6 Soc.Studies 7.8 Science 7.4 Spring 1979: Reading 6.3 Math 6.1 Language 7.3 Soc.Studies 6.2 Science 6.5

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D.W. 17	Kdg.	Visual Perception as it relates to math competencies. Individual manipulative math folders developed and math and perception was investigated.	1. You Are What You Think 2. Teacher Burn Out 3. Diagnostic testing 4. Structure of inservice program 5. Kinderg. [illegible] teacher meetings 6. PDPIC session on reading comprehension and listening skills	1. Uses of more manipulatives for math in the classroom. 2. Individualized student folders developed.	2	0	Group A – 12 Group B – 12 Group C – 8 1. The student will count physical objects at least 1 through 10 2. The student will make a set 0–10 with its corresponding number. 3. The student will identify ordinals (first–fifth)	Objective 1 - mastery: Group A – 10 83% Group B – 11 92% Group C – 8 100% Total: 91% Objective 2 - mastery: Group A – 11 92% Group B – 12 100% Group C – 8 100% Total: 97% Objective 3 - mastery: Group A – 10 83% Group B – 11 92% Group C – 8 100% Total: 91% Percent of student mastery: 93%	(Scores only given in percentiles) Spring 1978: Math 79%ile Reading 50%ile Spring 1979: * Math 64%ile Reading 50%ile
D.W. 18	Kdg.	Reading with an emphasis on individualized games for specific skills	1. Teacher Burn Out 2. Kindergarten teacher meetings (coordinator) 3. PDPIC session on reading comprehension and listening skills	1. Students used reading games in addition to formal instruction 2. More emphasis on individualized instruction	2	0	Group A – 9 Group B – 10 Group C – 14 1. The student will recognize like pictures, letters, and words appearing in the same row. 2. The student will tell a story about a picture or experience 3. The student will identify all the upper and lower case letters.	Objective 1 - mastery: Group A – 8 89% Group B – 10 100% Group C – 14 100% Total: 97% Objective 2 - mastery: Group A – 9 100% Group B – 10 100% Group C – 14 100% Total: 100% Objective 3 - mastery: Group A – 6 66% Group B – 9 90% Group C – 14 100% Percent of student mastery: 95%	Spring 1978: Math 89%ile Reading 90%ile Spring 1979: * Math 72%ile Reading 65%ile * More recently normed test - harder norms

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B - 1	1	Mathematics Enrichment	1. Sensory Integration and Learning Disorders 2. Time Management 3. Math Activities 4. Essential Objectives Workshop 5. Peer Observation and Support Model 6. PDPIC sessions on reading comprehension and listening skills	1. Several cooking activities 2. Math bulletin boards 3. Teacher and aide-constructed manipulative materials and games	4	2	Group A – 15 Group B – 7 Group C – 3 1. The student will add and subtract basic facts to ten. 2. The student will add columns of numbers to ten. 3. The student will count and write 0–100	Objective 1 - mastery: Group A – 10 67% Group B – 7 100% Group C – 3 100% Total: 89% Objective 2 - mastery: Group A – 12 80% Group B – 7 100% Group C – 3 100% Total: 93% Objective 3 - mastery: Group A – 12 80% Group B – 7 100% Group C – 3 100% Total: 93% Percent of student mastery: 92%	Spring 1978: Reading 1.8 Language 1.8 Math 2.1 Spring 1979: Reading 1.8 Language 1.8 Math 2.1
B - 2	1	Improving language development and reading comprehension	1. Sensory Integration and Learning Disorders 2. What's Right With Education 3. First and Second Grade Teachers' Workshop in implementing the Essential Objectives 4. Reality Land (simulation of society in the classroom - career and consumer education). 5. The ABC's of Oral Language 6. Peer Observation and Support Model 7. PDPIC sessions on listening skills and reading comprehension	1. Increased emphasis on creative writing in the classroom 2. Reading groups established through coordination with staff reading specialist. 3. Teacher skills in diagnosing and prescribing improved through contact with reading specialist and participation in Peer Observation and Support Model.	5	4	Group A – 14 Group B – 8 Group C – 4 1. The student will use words from his/her basic reading program in complete sentences to demonstrate his/her word understanding. 2. The student will listen to a story and identify the main ideas. 3. The student will read orally phrases from his/her basic reading program.	Objective 1 - mastery: Group A – 10 71% Group B – 8 100% Group C – 4 100% Total: 90% Objective 2 - mastery: Group A – 9 64% Group B – 7 88% Group C – 4 100% Total: 84% Objective 3 - mastery: Group A – 12 86% Group B – 8 100% Group C – 4 100% Total: 95% Percent of student mastery: 90%	Spring 1978: Reading 1.9 Language 1.8 Math 2.2 Spring 1979: Reading 1.8 Language 1.5 Math 1.9

INSERVICE DATA SUMMARY

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B - 3	2	Child development and behavior; diagnosing learning disabilities	1. Sensory Integration and Learning Disorders (two sessions) 2. Diagnostic Tests and Interpretation 3. Time Management 4. What's Right with Education 5. Peer Observation and Support Model 6. PDPIC sessions on reading comprehension and listening skills	1. Less oral reading by students 2. Increased use of tape recorder 3. Gives instructions in such a manner as to encourage listening 4. Modified student seating arrangements	8	0	Group A –15 Group B –11 Group C – 4 1. All district essential objectives for second grade relating to phonetic and structural analysis.	Objective 1 - mastery: Group A – 11 73% Group B – 10 91% Group C – 4 100% Total: 88% Percent of student mastery: 88%	Spring 1978: Reading 3.0 Language 2.9 Math 2.9 Spring 1979: Reading 2.6 Language 2.8 Math 2.9
B - 4	2	Creative writing techniques	1. Drums, Rattles and Masks 2. Write Right 3. Time Management 4. Math Activities 5. Game-making Workshop 6. PDPIC sessions on listening skills and reading comprehension	1. Creative writing samples displayed around classroom. 2. More emphasis on good listening habits	6	4	Group A – 13 Group B – 15 Group C – 3 1. All district essential objectives in grammar, comprehension and phonetic analysis.	Objective 1 - mastery: Group A – 10 77% Group B – 15 100% Group C – 3 100% Total: 92% Percent of student mastery: 92%	Spring 1978: Reading 2.5 Language 2.5 Math 2.7 Spring 1979: Reading 3.5 Language 3.3 Math 3.2
B - 5	3	This teacher did not choose a single focus for inservice activities	1. Workshop on Effective Communication 2. Time Management 3. Peer Observation and Support Model 4. PDPIC sessions on listening skills and reading comprehension	1. A great deal of time spent in class meetings dealing with feelings and open communication	5	3	Group A – 16 Group B – 10 Group C – 6 1. The student will practice ways of making and keeping friends and discuss positive attributes of himself or herself. 2. The student will develop an understanding of the similarities and differences of various cultures.	Objective 1 - mastery: Group A – 16 100% Group B – 10 100% Group C – 6 100% Total: 100% Objective 2 - mastery: Group A – 16 100% Group B – 10 100% Group C – 6 100% Total: 100% Percent of student mastery: 100%	Spring 1978: Reading 3.8 Language 4.1 Math 3.7 Spring 1979: Reading 3.8 Language 3.4 Math 3.5

INSERVICE DATA SUMMARY

Teacher I.D. Number	Grade Level	Focus of Individualized Inservice Activities	Group Inservice Activities Attended	Observed Change in Classroom Column "C" Response	"C" Responses PRE–S.A.P.	"C" Responses POST–S.A.P.	Objectives for Student Performance	Evaluation of Students on Essential Objectives	C.T.B.S. Scores
B - 6	3	Listening and writing skills	1. Writing Without Writhing 2. Sensory Integration and Learning Disorders (two sessions) 3. Reality Land 4. Peer Observation and Support Model 5. PDPIC sessions on listening skills and reading comprehenson	1. More utilization of various listening activities 2. Students were given more opportunities to do creative writing in class	8	5	Group A – 10 Group B – 13 Group C – 7 1. The student will correct a paragraph using proper punctuation and capitalization. 2. The student will write original telling and asking sentences correctly.	Objective 1 - mastery: Group A – 9 90% Group B – 11 85% Group C – 7 100% Total: 92% Objective 2 - mastery: Group A – 9 90% Group B – 12 [illegible]% Group C – 7 100% Total: 94% Percent of student mastery: 93%	Spring 1978: Reading 4.3 Language 4.2 Math 4.4 Spring 1979: Reading 4.0 Language 3.9 Math 4.0
B - 7	4	Mathematics Enrichment	1. What's Right With Education? 2. Sensory Integration and Learning Disorders 3. Math Activities for Grades 1–6 4. Reality Land 5. Peer Observation and Support Model 6. PDPIC sessions on listening skills and reading comprehension	1. Student achievement charts evident 2. A system of reward for good work implemented 3. Students appeared eager to produce good quality math work	8	5	Group A – 10 Group B – 11 Group C – 7 1. The student will solve a teacher-made test of 100 basic addition, subtraction, multiplication and division facts in five minutes. 2. The student will use word problems to demonstrate the ability to add, subtract, multiply, and divide.	Objective 1 - mastery: Group A – 8 80% Group B – 11 100% Group C – 7 100% Total: 93% Objective 2 - mastery: Group A – 8 80% Group B – 10 91% Group C – 7 100% Total: 90% Percent of student mastery: 91%	Spring 1978: Reading 4.5 Language 4.3 Math 4.7 Spring 1979: Reading 4.3 Language 4.4 Math 4.7

INSERVICE DATA SUMMARY

Teacher I.D. Number	Grade Level	Focus of Individualized Inservice Activities	Group Inservice Activities Attended	Observed Change in Classroom Column "C" Response	"C" Responses PRE–S.A.P.	"C" Responses POST–S.A.P.	Objectives for Student Performance	Evaluation of Students on Essential Objectives	C.T.B.S. Scores
B - 8	4	Managing the classroom for basic reading and mathematics instruction	1. Workshop on preparing the professional development workbook. 2. New teachers' orientation 3. Introduction to Reading texts 4. The Mechanics of Parent Conferencing 5. Helping Children Write Compete Sentences 6. Individualization of Competency-Based Education for a Comprehensive program 7. Changing Behavior: Techniques for Improving Discipline 8. Peer Observation and Support Model 9. PDPIC sessions on listening skills and reading comprehension.	1. Students grouped and regrouped with the assistance of the reading and math specialists 2. Teacher became more confident of his ability to maintain functional reading and math program 3. Fewer classroom problems were referred to the principal as the year progressed.	7	5	Group A – 10 Group B – 13 Group C – 7 1. The student will decode 75% of the words in the fourth grade basal reader. 2. The student will read orally with expression, demonstrating comprehension. 3. The student will solve a teacher-made test of 100 basic addition, subtraction, multiplication and division facts in five minutes	Objective 1 - mastery: Group A – 8 80% Group B – 11 85% Group C – 7 100% Total: 88% Objective 2 - mastery Group A – 7 70% Group B – 11 85% Group C – 7 100% Total: 85% Objective 3 - mastery Group A – 7 70% Group B – 13 100% Group C – 7 100% Total: 90% Percent of student mastery: 88%	Spring 1978: Reading 4.0 Language 3.7 Math 4.7 Spring 1979: Reading 4.4 Language 4.3 Math 4.5
B - 9	5	Organizing for basic reading and language instruction	1. Educational Materials Faire 2. Peer Observation and Support Model 3. The Treasures of King Tut 4. PDPIC sessions on listening skills and reading comprehension	1. Better utilization of Title I aide in recording student progress 2. Much more emphasis on comprehension activities 3. A stronger social studies program than in past years	4	1	Group A – 12 Group B – 20 Group C – 4 1. The student will listen to or read multipart directions and follow them in proper sequence 2. The student will write a composition to include at least two indented paragraphs with main and supporting ideas.	Objective 1 - mastery Group A – 10 83% Group B – 18 90% Group C – 4 100% Total: 91% Objective 2 - mastery Group A – 8 67% Group B – 18 90% Group C – 4 100% Total: 86% Percent of student mastery: 89%	Spring 1978: Reading 6.0 Language 5.9 Math 6.1 Spring 1979: Reading 6.3 Language 6.4 Math 5.8

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Teacher I.D. Number	Grade Level	Focus of Individualized Inservice Activities	Group Inservice Activities Attended	Observed Change in Classroom Column "C" Response	"C" Responses PRE–S.A.P.	"C" Responses POST–S.A.P.	Objectives for Student Performance	Evaluation of Students on Essential Objectives	C.T.B.S. Scores
B - 10	5/6	Classroom observation strategies	1. Sensory Integration and Learning Disorders 2. What's Right With Education? 3. Peer Observation and Support Model 4. PDPIC sessions on listening skills and reading comprehension	1. The teacher became more aware of the proper techniques for asking questions. 2. The teacher became more aware of seating arrangements which help students produce more and better quality work. 3. Students in this classroom treated one another with politeness and respect.	7	5	Group A – 8 Group B – 20 Group C – 8 1. All fifth and sixth graders will master all mathematics essential objectives for their respective grade levels.	Objective 1 - mastery: Group A – 8 100% Group B – 20 100% Group C – 8 100% Total: 100% Percent of student mastery: 100%	Spring 1978: Reading 7.5 Language 6.4 Math 7.0
B - 11	6	Career and consumer education	1. Reality Land workshops and visitations 2. What's Right With Education? 3. Peer Observation and Support Model 4. PDPIC sessions on listening skills and reading comprehension	1. Students became able to work independently and in small groups with greater productivity	9	5	Group A – 14 Group B – 14 Group C – 8 1. The student will identify and use in sentences the correct form of all parts of speech. 2. The student will write stories with the basic components of introduction, pl development and conclusion.	Objective 1 - mastery: Group A – 9 64% Group B – 11 79% Group C – 7 88% Total: 77% Objective 2 - mastery: Group A – 8 57% Group B – 11 79% Group C – 8 100% Total: 79% Percent of student mastery: 78%	Spring 1978: Reading 6.9 Language 7.6 Math 6.5 Spring 1979: Reading 6.7 Language 6.7 Math 6.5

INSERVICE DATA SUMMARY

Teacher I.D. Number	Grade Level	Focus of Individualized Inservice Activities	Group Inservice Activities Attended	Observed Change in Classroom Column "C" Response	"C" Responses PRE-S.A.P.	"C" Responses POST-S.A.P.	Objectives for Student Performance	Evaluation of Students on Essential Objectives	C.T.B.S. Scores
B - 12	K	Career and Consumer Education	1. Reality Land workshops and visitations 2. Individualization of Competency-based Education for Comprehensive Program 3. Kindergarten Essential Objectives workshop 4. The Treasures of King Tut 5. Peer Observation and Support Model 6. PDPIC sessions on listening skills and reading comprehension	1. The students took part in group participation projects with unusual skill for this age level. 2. The students became good listeners over the course of the school year.	6	6	Group A – 14 Group B – 15 Group C – 4 1. The student will show an understanding of jobs of home members and school personnel. 2. The student will demonstrate an understanding of the rights, responsibilities and property of others.	Objective 1 - mastery: Group A – 14 100% Group B – 15 100% Group C – 4 100% Total: 100% Objective 2 - mastery: Group A – 11 79% Group B – 13 87% Group C – 4 100% Total: 89% Percent of student mastery: 94%	Spring 1978: Pre-Reading 56%ile Math 50%ile Spring 1979: Pre-Reading 50%ile Math 58%ile
B - 13	K	Basic mathematics instruction techniques	1. PDPIC sessions on listening skills and reading comprehension 2. What's Right With Education 3. Sensory Integration and Learning Disorders 4. Kindergarten essential objectives workshop 5. The Treasures of King Tut	1. Manipulative math materials were used more extensively 2. Teacher and aide paid careful attention to demonstration of concept prior to letting students work on their own. 3. Students developed solid independent work habits	5	4	Group A – 12 Group B – 16 Group C – 5 1. The student will name numerals and count physical objects at least 0-10. 2. The student will follow three-step directions. 3. The student will identify all of the upper and lower case letters.	Objective 1 - mastery: Group A – 10 83% Group B – 16 100% Group C – 5 100% Total: 94% Objective 2 - mastery: Group A – 9 75% Group B – 16 100% Group C – 5 100% Total: 92% Objective 3 - mastery: Group A – 12 100% Group B – 16 100% Group C – 5 100% Total: 100% Percent of student mastery: 95%	Spring 1978: Pre-Reading 65%ile Math 64%ile Spring 1979: Pre-Reading 65%ile Math 64%ile

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Teacher I.D. Number	Grade Level	Focus of Individualized Inservice Activities	Group Inservice Activities Attended	Observed Change in Classroom Column "C" Response	"C" Responses PRE-S.A.P.	"C" Responses POST-S.A.P.	Objectives for Student Performance	Evaluation of Students on Essential Objectives	C.T.B.S. Scores
SV - 1	1	A median gain of one year and one month on the Spring 1979 CTBS for 1977–78 Suisun Valley students over their 1978 scores. Use parent volunteers to help students with language (comprehension and written) activities.	1. Bud To Bloom 2. What's Right With Education 3. Writing Without Writhing 4. Movating the Reluctant Learner 5. Time Management	1. Parent aides in classrooms one hour each day 2. Dictated stories on bulletin boards 3. Stories submitted for school newsletters	10	*	Group A – 7 Group B – 7 Group C – 14 1. The student will use words from his/her basic reading program in complete sentences to demonstrate his/her word understanding. 2. The student will use a prescribed method of organizing his/her written and oral reponses.	Objective 1 - mastery: Group A – 6 86% Group B – 7 100% Group C – 14 100% Total: 96% Objective 2 - mastery: Group A – 5 71% Group B – 7 100% Group C – 14 100% Total: 93% Percent of student mastery: 94%	Spring 1978: Reading 1.9 Math 2.3 Language 2.3 Spring 1979: Reading 2.1 Math 2.2 Language 2.0
SV - 2	2	A median gain of one year and one month on the Spring 1979 CTBS for 1977–78 Suisun Valley students over their 1978 scores. Improve grammar (oral and written) skills.	1. Bud To Bloom 2. Time Management 3. Parent Aides 4. What's Right With Education 5. Writing Without Writhing 6. Changes in Essential Objectives and Promotion and Retention Policy	1. Daily grammar drills 2. Stories posted on bulletin boards 3. Stories submitted for school newsletters	23	9	Group A – 3 Group B – 15 Group C – 11 1. The student will write simple sentences showing past and present tense. 2. The student will proofread his/her own written work on designated assignments.	Objective 1 - mastery: Group A – 3 100% Group B – 15 100% Group C – 11 100% Total: 100% Objective 2 - mastery: Group A – 2 67% Group B – 15 100% Group C – 11 100% Total: 97% Percent of student mastery: 98%	Spring 1978: Reading 2.8 Math 3.2 Language 3.4 Spring 1979: Reading 3.4 Math 3.2 Language 3.8

INSERVICE DATA SUMMARY

Teacher I.D. Number	Grade Level	Focus of Individualized Inservice Activities	Group Inservice Activities Attended	Observed Change in Classroom Column "C" Response	"C" Responses PRE-S.A.P.	"C" Responses POST-S.A.P.	Objectives for Student Performance	Evaluation of Students on Essential Objectives	C.T.B.S. Scores
SV - 3	3	A median gain of one year and one month on the Spring 1979 CTBS for 1977–78 Suisun Valley students over their 1978 scores. Improve written language skills	1. Time Management 2. Parent Aides 3. Bud To Bloom 4. What's Right With Education 5. Writing Without Writhing	1. Daily grammar drills 2. Creative writing books made for classroom libraries	11	5	Group A – 5 Group B – 11 Group C – 13 1. The student will correct a paragraph using proper punctuation and capitalization. 2. The student will categorize words and phrases telling who, what, when, and where.	Objective 1 - mastery: Group A – 3 60% Group B – 11 100% Group A – 13 100% Total: 93% Objective 2 - mastery: Group A – 4 80% Group B – 11 100% Group C – 13 100% Total: 96% Percent of student mastery: 94%	Spring 1978: Reading 4.2 Math 3.9 Language 4.3 Spring 1979: Reading 4.3 Math 4.4 Language 5.1
SV - 4	4	A median gain of one year and one month on the Spring 1979 CTBS for 1977–78 Suisun Valley students over their 1978 scores. Use reference and writing skills for social studies reports	1. Bud To Bloom 2. Parent Aides 3. What's Right With Education 4. Writing Without Writhing	1. Language skills notebooks created by each student. 2. Report writing notebooks created by each student 3. Social studies projects and reports assigned	7	0	Group A – 10 Group B – 5 Group C – 11 1. The student will write his/her own paragraph using correct punctuation, spelling, and capitalization, and proofread his/her paper 2. The student will use the encyclopedia to answer specific questions and write on a given topic.	Objective 1 - mastery: Group A – 9 90% Group B – 5 100% Group C – 11 100% Total: 96% Objective 2 - mastery: Group A – 9 90% Group B – 5 100% Group C – 11 100% Total: 96% Percent of student mastery: 96%	Spring 1978: Reading 4.7 Math 5.2 Language 4.8 Spring 1979: Reading 4.8 Math 5.2 Language 5.7

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INSERVICE DATA SUMMARY

Teacher I.D. Number	Grade Level	Focus of Individualized Inservice Activities	Group Inservice Activities Attended	Observed Change in Classroom Column "C" Response	"C" Responses PRE–S.A.P.	"C" Responses POST–S.A.P.	Objectives for Student Performance	Evaluation of Students on Essential Objectives	C.T.B.S. Scores
SV - 5	5	A median gain of one year and one month on the Spring 1979 CTBS for 1977–78 Suisun Valley students over their 1978 scores. Use reference and writing skills for social studies reports, creative writing journals.	1. What's Right With Education 2. Bud To Bloom 3. Soccer Rules 4. Writing Without Writhing 5. Helping Children Write	1. Weekly writing samples kept in student journals 2. Slide shows and movies created in social studies areas 3. Stories and reports submitted for school newsletters	9	1	Group A – 8 Group B – 7 Group C – 15 1. The student will proofread written assignments for spelling, punctuation, capitalization, correct sentence structure and paragraph form. 2. The student will find information on a specific topic from available reference materials (e.g. encyclopedia, atlas, dictionary, almanac, periodicals card catalog)	Objective 1 - mastery: Group A – 7 88% Group B – 7 100% Group C – 15 100% Total: 97% Objective 2 - mastery: Group A – 5 62% Group B – 7 100% Group C – 15 100% Total: 90% Percent of student mastery: 94%	Spring 1978: Reading 6.9 Math 6.5 Language 7.6 Spring 1979: Reading 7.3 Math 7.0 Language 7.8
SV - 6	6	A median gain of one year and one month on the Spring 1979 CTBS for 1977–78 Suisun Valley students over their 1978 scores. Promote independent study skills through assigned math and social studies assignments and projects.	1. But To Bloom 2. What's Right With Education 3. Soccer Rules 4. Writing Without Writhing	1. Weekly journals kept by each student 2. Math homework assigned Mon.-Thurs. 3. Four social studies projects assigned during the school year. 4. At least two additional parent-student-teacher conferences held during the school year to discuss student achievement and study skills.	3	4	Group A – 5 Group B – 12 Group C – 13 1. The student will write stories with the basic components of introduction, plot development, and conclusion. 2. The student will develop understanding of abilities, interests, and values in self and others.	Objective 1 - mastery: Group A – 4 80% Group B – 12 100% Group C – 13 100% Total: 97% Objective 2 - mastery: Group A – 5 100% Group B – 11 92% Group C – 13 100% Total: 97% Percent of student mastery: 97%	Spring 1978: Reading 7.8 Math 7.4 Language 8.2 Spring 1979: Reading 8.4 Math 8.1 Language 9.0

APPENDIX O

PRACTICUM PERFORMANCE QUESTIONNAIRE

PRACTICUM PERFORMANCE QUESTIONNAIRE

Please respond to the following questions:

1. Were the participants' approaches acceptable to the school personnel? (Comment)

2. Was the project feasible from the standpoint of time, effort, expense and outcomes? (Comment)

3. Are there areas of this project in which the participants might have used a different approach, or strategy to better advantage? (List/Comment)

4. Do you think the orientation and results of this practicum have implications for the entire district and/or other districts? (Comments)